

MENTORING CONFERENCE 2013

TUESDAY, OCTOBER 29 - FRIDAY, NOVEMBER 1 - ALBUQUERQUE, NEW MEXICO, USA

Impact & Effectiveness of Developmental Relationships



UNM

Mentoring Institute

6th Annual Conference

WELCOME TO THE UNIVERSITY OF NEW MEXICO



About the University

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

The People

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

The Programs

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

Read more online at unm.edu/welcome

WELCOME LETTER



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

On behalf of The University of New Mexico (UNM), we are pleased to welcome you to the 6th annual mentoring conference, *Impact and Effectiveness of Developmental Relationships*. Since 2008, the Mentoring Institute, a division of Student Affairs at UNM has hosted the mentoring conference at the Student Union Building on UNM's main campus.

The goal of this year's conference is to facilitate discourse on the impact and effectiveness of developmental relationships among a broad constituency, which includes divisions of higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals.

For the 2013 conference, we anticipate a rich mix of conversation, networking opportunities, hands-on workshops, and engagement with professionals from a diverse variety of disciplines. This year's conference will include over 260 concurrent presentations from speakers and participants representing more than 150 institutions of higher education. The conference also features four keynote presentations from leaders in the field, as well as a moderated keynote speaker panel session.

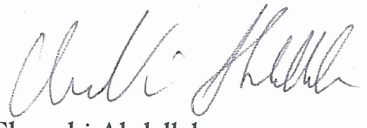
We would like to take a moment to commend your hard work and dedication to improving the lives of so many people through mentoring and other types of developmental relationships. We all have the capacity to make contributions to others during our lives, and the commitment of the individuals who have dedicated themselves to mentoring others, are following through on this potential. The University is proud to host this wonderful conference on our campus, and looks forward to being a part of the mentoring dialogue for many years to come.

We hope you will enjoy the conference and your visit to The University of New Mexico, as well as taking the opportunity to explore New Mexico, the land of Enchantment.

Sincerely,



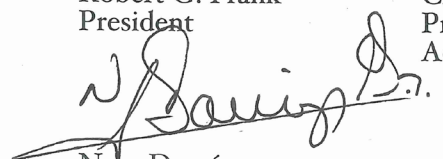
Robert G. Frank
President



Chaouki Abdallah
Provost & Executive Vice President
Academic Affairs



Eliseo Torres
Vice President
Student Affairs



Nora Domínguez
Conference Chair & Director
Mentoring Institute

THE UNIVERSITY OF NEW MEXICO



Robert G. Frank, Ph.D

President, UNM

Dr. Robert G. Frank was selected as the 21st President of the University of New Mexico on January 4, 2012, and took office on June 1. The University of New Mexico is the state's largest institution of higher education and its flagship serving over 36,000 students across five campuses. UNM is home to the UNM Health Sciences Center, consisting of the School of Medicine and Colleges of Nursing and Pharmacy, as well as twelve schools and colleges. UNM is ranked in the top 100 research universities in the United States and Canada. Robert G. Frank previously served as Provost and Senior Vice President for Academic Affairs at Kent State University since July 2007. During his tenure at Kent State, the university established a College of Public Health, increased enrollment and retention, and revised promotion and tenure rules. Dr. Frank is the former dean of the College of Public Health and Health Professions at the University of Florida, where he also served as a professor in the Department of Clinical and Health Psychology. Dr. Frank holds a doctorate in clinical psychology from the University of New Mexico. He is a Diplomate in Clinical Psychology from the American Board of Professional Psychology. He is past president of the Division of Rehabilitation Psychology of the American Psychological Association and a Fellow in Rehabilitation Psychology, Clinical Psychology, and Health Psychology. He formerly chaired the Florida Developmental Disabilities Council, the Legislative Committee of the American Congress of Rehabilitation Medicine, and American Psychological Association's Committee on Professional Continuing Education (1997) and its Board of Educational Affairs (2000).



Chaouki T. Abdallah, Ph.D

Provost & Executive Vice President for Academic Affairs, UNM

Dr. Chaouki T. Abdallah started his college education at the Ecole Supérieure d'Ingénieurs de Beyrouth - Université Saint-Joseph in Beirut, Lebanon, but finished his undergraduate studies at Youngstown State University, with a Bachelors of Engineering degree in Electrical Engineering in 1981. He then obtained his MS and Ph.D. in Electrical Engineering from GA Tech in 1982, and 1988 respectively. He joined the Electrical and Computer Engineering department at UNM where he is currently professor and was the chair between 2005 and 2011. Since July 2011, Professor Abdallah is the Interim Provost and Executive Vice President for Academic Affairs at UNM. Professor Abdallah conducts research and teaches courses in the general area of systems theory with focus on control and communications systems. His research has been funded by national funding agencies, national laboratories, and by various companies. He has also been active in designing and implementing various international graduate programs with Latin American and European countries. He was a co-founder in 1990 of the ISTECON consortium, which currently includes more than 150 universities in the US, Spain, and Latin America. He has published 7 books, and more than 300 peer-reviewed papers. His PhD students hold academic positions in the USA and in Europe, and senior technical positions in various US National Laboratories. Professor Abdallah is a senior member of IEEE and a recipient of the IEEE Millennium medal.



Eliseo Torres, Ph.D

Vice President for Student Affairs, UNM

Dr. Eliseo Torres has served as Vice President for Student Affairs at The University of New Mexico, a four-year state research university based in Albuquerque, New Mexico, since January 2, 1996. Before coming to The University of New Mexico, Dr. Torres not only served as Vice President for External Affairs but he also taught in the Bilingual Doctoral Program at Texas A&M University in Kingsville, Texas. He has served as Interim President, Vice President for Student Affairs and Special Services, Director of the University's Center for Continuing Education, and also as Assistant to the President. For two years preceding his appointment to the Texas A&M-Kingsville staff, he was with the Texas Education Agency in Austin. Dr. Torres has been involved in or been elected as an advisor to Mexican President Felipe Calderon for improving lives of immigrants in the United States. He also teaches the *Traditional Medicine Without Borders: Curanderismo in the Southwest and Mexico* class during the summer semester at UNM. This popular class is cross-listed with four departments and brings practicing Mexican healers to the UNM Campus. Dr. Torres received his doctorate in Education from Texas A&M University in Kingsville in 1980. His academic interests include studying, teaching and writing books about the Mexican-American tradition of curanderismo, the folk healing culture of the Southwest and Latin America.



Tim Gutierrez, Ed.D

Associate Vice President for Student Services, UNM

Dr. Tim Gutierrez, Associate Vice President for Student Services has worked at The University of New Mexico for the past 33 years where he has served in many capacities. He began his career in 1978 at The University of New Mexico as an Instructor and Leisure Services Coordinator for Special Programs. His educational and professional experience primarily has been working with programs targeted for underrepresented students. His expertise in overseeing federal and state funded projects has provided the foundation for his current position as Associate Vice President for Student Services, which is responsible for the Student Services area in the Division of Student Affairs. Some of the many departments under the Student Services umbrella include Accessibility Services, College Enrichment and Outreach Programs, College Preparatory Programs, Mentoring Institute, Recreational Services, ROTC programs and Title V Programming. The mission of these departments is to create a seamless pipeline of educational support programs for first generation, low income, underrepresented, disadvantaged and students with special interests. Dr. Gutierrez received his Doctorate of Education in Educational Leadership from The University of New Mexico in 2007 and continues to expand the current Student Services programs in order to give all students an equal opportunity to get a higher education degree.

CONFERENCE CHAIR



Nora Domínguez, Ph.D

President Elect, International Mentoring Association (IMA)
 Director of the Mentoring Institute and Conference Chair, UNM

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

KEYNOTE SPEAKERS



Lillian Eby, Ph.D

Professor of Psychology, University of Georgia

Dr. Lillian Eby, a Professor of Psychology, joined the University of Georgia in 1996. She is a Fellow of the American Psychological Association, the Society for Industrial and Organizational Psychology, the Institute for Behavioral Research at the University of Georgia, and the Center for Gambling Research at the University of Georgia. Her research interests center on mentoring relationships, factors that predict individual career success, worker well-being, and the intersection of work and family life. She has published 97 peer-reviewed journal articles and book chapters and this work appears in scholarly outlets such as the Journal of Applied Psychology, Personnel Psychology, Journal of Vocational Behavior, Organizational Behavior and Human Decision Processes, Journal of Management, among others. Dr. Eby also co-edited two books, one on mentoring in organizational, educational, and community settings (Allen & Eby, Blackwell Press) and on the effect of relationships on employee attitudes, behavior, and well-being (Eby & Allen, Taylor/Routledge Press). She serves on the editorial board of several scholarly journals and is former Associate Editor of Personnel Psychology. In addition to her active scholarship, Dr. Eby has substantial experience serving on scientific review panels for the National Institutes of Health's Office of Extramural Research.



Tammy Allen, Ph.D

Professor of Psychology, University of South Florida

Dr. Tammy Allen is Professor of Psychology at the University of South Florida. Tammy D. Allen joined the faculty at USF after receiving her doctoral degree from the University of Tennessee in 1996. Her research centers on individual and organizational factors that relate to employee career development and employee well being at both work and home. Specific interests include work-family issues, mentoring relationships, career development, organizational citizenship, and occupational health. Tammy is co-author of *Designing Workplace Mentoring Programs: An Evidence-based Approach*, co-editor of *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*, and co-editor of *Personal Relationships at Work: The Effect of Positive and Negative Work Relationships on Employee Attitudes, Behavior, and Well-being*. She is a Fellow of the Society for Industrial and Organizational Psychology, the Association for Psychological Science, and the American Psychological Association. Tammy is the 2013-2014 President of the Society of Industrial and Organizational Psychology.



David Clutterbuck, Ph.D

Co-founder of the European Mentoring & Coaching Council

Dr. David Clutterbuck is one of the earliest pioneers of mentoring, having published his first book on the topic in 1985 (at the same time as Kathy Kram published in the US). He is visiting professor in the coaching and mentoring faculties of both Oxford Brookes and Sheffield Hallam Universities, and co-founder of the European Mentoring & Coaching Council, for which he is now special ambassador, with the task of supporting mentoring and coaching organizations across Europe. He led the research team that established the International Standards for Mentoring Programs in Employment, for which he is current chair. He is the author of 55 books, plus more recently a number of e-books, more than a third of these are in the area of coaching and mentoring. David was voted *Coaching at Work's* first Mentor of the Year, and is one of the UK's top 15 HR influencers. He retired in 2012 from the international mentoring consultancy he had led for 35 years and is now busily creating a global network of mentoring trainers and advisors. He lives in the Thames Valley, England, where he is active in promoting mentoring and related approaches to support the social inclusion of people with learning difficulties and/or autism.

KEYNOTE SPEAKERS



Beverly J. Irby, Ph.D

Editor, *Mentoring & Tutoring Journal*
 Professor & Chair of the Educational Administration, Texas A&M University

Dr. Beverly J. Irby has held the distinction as Texas State University System Regents' Professor since 2009. Dr. Irby is currently a Professor and Chair of the Educational Administration Program in the Department of Educational Administration and Human Resource Development in the College of Education and Human Development at Texas A&M University in College Station. She has over 200 scholarly publications. She is editor of *Mentoring and Tutoring Journal* and founding editor of *Advancing Women in Leadership Journal*, and she annually reviews district-level program submissions as an ELCC Reviewer and member of the ELCC Review Board. Her primary areas of research focus on social responsibility, particularly related to mentoring, gifted and bilingual education, educational administration, early childhood, and women's leadership. Her work at the university level spans 23 years where she has mentored many faculty and students and public school partners at the state, national, and international levels. She has served as director of the Sam Houston State University Brown-Irby Center for Research in Educational Leadership, director of a doctoral program in educational leadership, director of student teaching and field experiences, chair of a department of educational administration, and associate dean for graduate programs and research. Prior to entering the academy, she served as a teacher of gifted education, special education director, elementary principal, assistant superintendent, and superintendent.

WORKSHOP LEADERS



William A. Gray, Ph.D

President, *Mentoring Solutions*

Dr. William A. Gray immigrated to Canada in 1970, after earning a BA and MEd from the University of Virginia, and a PhD from the University of Texas. The move was at the suggestion of his major professor/mentor, who was from British Columbia. As a professor at the University of British Columbia, he began developing formalized mentoring programs. After doing 8 years of R&D on the benefits that carefully planned mentoring programs produce for proteges, mentors and the sponsoring organization, he left academia in 1986 to fully devote himself to developing mentoring programs [along with his wife, Marilynne Miles Gray]. Together, they organized and sponsored the First International Conference on Mentoring (held in Vancouver, July 1986), and for the next six years published the only journal on mentoring - called *Mentoring International*. He has trained over 40,000 mentor-protége partners to work together productively, using Gray's Situational Mentoring Model and specially developed tools, such as the "Mentoring Style Indicator", "Mentoring Action Plan", "Mentoring Agreement", and "Protege Needs Inventory". Over 150 organizations have asked him to help them custom develop different kinds of mentoring programs for a wide variety of proteges and purposes; these organizations include medium to large companies, government agencies, colleges and universities, and school systems.



Rochelle Lari, Ph.D.

Distinguished Member of the Laboratory Staff/Program Manager, Sandia National Laboratories

Dr. Rochelle Lari is a Distinguished Member of the Laboratory Staff and is the Program Manager for the Sandia National Laboratories, New Employee Engagement & Retention Program. She has been a Diversity Leadership Council Executive Board Member since 2004 where she served two years as the Chair and one year as Co-Chair. Rochelle is a Diversity Master Trainer and provides keynotes, training and interventions locally and nationally on topics of social justice, culture change, organizational development, emotional intelligence, team building and personal and professional development. Rochelle is well known for her presentation, "An American Woman in Iran," which is based on her own experiences. She is a 2009 YWCA Woman on the Move recipient and has received numerous personal awards and awards on behalf of Sandia for her work in Diversity Leadership. Rochelle has been with Sandia for over 30 years, has over 20 years as a diversity practitioner and continues on that journey today.

KEYNOTE SPEAKER PANEL SESSION MODERATOR



Mark Searby Ph.D

Doctor of Ministry Studies Program, Beeson Divinity School, Samford University

Dr. Mark Searby has served as a pastor, professor, college administrator, and consultant. He currently directs the Doctor of Ministry Studies program at Beeson Divinity School at Samford University in Birmingham, Alabama. He has developed mentoring programs for college and graduate students. He is involved in mentoring relationships with graduate students and young business professionals. Mark is a member of the International Mentoring Association and on the executive board of the Association for Doctor of Ministry Education. He has given presentations for the International Mentoring Association, University of New Mexico Mentoring Institute, Auburn University Athletics Department, University of Alabama at Birmingham, University of Texas at Arlington, and numerous other organizations. Mark and his wife, Dr. Linda Searby, have established Peacewood Consulting Services to provide coaching and mentoring for emerging leaders in educational leadership, ministry, and business.

TUESDAY, OCTOBER 29

PRE-CONFERENCE WORKSHOPS

8:00 AM - 12:00 PM

Gray, W.

Mentoring Solutions

Fiesta A&B

Mentoring in Higher Education: How to Develop Productive Mentoring Relationships via Situational Mentoring

This Workshop provides information and hands-on activities associated with developing productive formalized mentoring relationships, based on experience doing this since 1978 for over 40,000 mentor-protégé partners in over 150 organizations. Workshop participants will identify their Preferred Mentoring Style as a mentor or protégé, and then compare preferred styles with a “partner” in the workshop to understand why all 4 Mentoring Styles must be used in a flexible manner, so protégés will accept and utilize the assistance mentors provide. Dr. Gray’s Situational Mentoring Model will be used to illustrate which Mentoring Styles equip protégés with what the mentor knows (the classical concept of mentoring), and which Mentoring Styles empower what protégés want to do and become - and why both equipping and empowering are essential for today’s protégés. Research will be presented on negative consequences that result when either the mentor or protégé “gets stuck” overly preferring a particular Mentoring Style. Participants will view a video that demonstrates how to employ Situational Mentoring to help a protégé handle a challenging situation, starting with being Unconsciously Incompetent (unaware of what to do and unable to act) and progressing to Consciously Competent (aware of what to do and able to do it). Then, participants will practice Situational Mentoring with a “partner” to understand how to produce intended outcomes. Lastly, Situational Mentoring will be contrasted with developmental mentoring relationships that occur during informal mentoring.

Lari, R.

Sandia National Laboratories

Santa Ana A&B

Emotional Intelligence & Positive Psychology for Mentors

This workshop will focus on the value of positive psychology and the importance of emotional intelligence as a key factor in successful mentoring. The workshop will outline how the establishment of developmental relationships help with motivation, self-control, self-awareness, personal communication and personal relationships.

WELCOME SESSION/OPENING REMARKS

1:00 - 1:10 PM

Dr. Tim Gutierrez
Associate Vice-President, Student Services
University of New Mexico
Ballroom A

UNM MENTORING INSTITUTE CONFERENCE PRESENTATION

1:10 - 1:45 PM

Dr. Nora Dominguez
Director, UNM Mentoring Institute
University of New Mexico
Ballroom A

UNM Mentoring Conference through the Years

As the UNM Mentoring Institute celebrates hosting its six year since the inaugural mentoring conference in 2008, the institute director Nora Dominguez will provide attendees with an overview of the five past conference, the keynote speakers and the successes and challenges which have accompanied the journey. Dr. Dominguez will also discuss the ways in which the UNM Mentoring Institute has expanded its impact since being founded in 2007, both within the University, as well as throughout the New Mexico area. She will conclude her presentation by sharing the future plans for the UNM Mentoring Institute.

CONCURRENT PRESENTATIONS

2:00 - 2:45 PM

Mitchell, B.

University of North Carolina, Chapel Hill

Lobo A

The Relationship of Peer Mentoring to Academic Success and Social Engagement

Students can expect challenges and obstacles during the first year of college (Galbraith & James, 2004; Nora & Crisp, 2007-2008). Are students prepared to meet these challenges when they enter college? Is the way they handle these obstacles and challenges a predictor of their college success or not? Mentoring and college success are thought to be related, according to researchers such as Campbell (2012) and Baker & Griffin (2010). They have established in the literature that some students are at greater risk than others to complete college. Academically high risk students have been described by researchers as those with disadvantaged academic, socioeconomic or cultural background according to Corke (2008). Positive interactions have a significant impact on promoting the success of students from underrepresented backgrounds according to Baker & Griffin (2010). However, the majority of studies looking at the relationship of peer mentoring to academic success and social engagement have focused on full-time Caucasian students who are enrolled in four year universities. This study focuses on the historically underserved students as described by Kuh, et.al., (2006), as those students who are first generation, racial and ethnic minorities and/or low income. This research is significant in that a correlational quantitative research design is utilized to study the relationship of peer mentoring to academic success and social engagement of historically underserved second year college students at a Carnegie One classified university in the southeastern United States. Three primary theoretical frameworks -social constructivism, theory of student involvement and the theory of social integration were utilized.

Kinghorn, J.

Miami University

Lobo B

Virtual Mentors in Online Courses: Bridging the Digital Divide

Online courses provide non-traditional students lower-cost access to higher education. They can also develop the skills needed to virtually collaborate, a capacity increasingly valued in today's workplace. Yet the digital divide has contributed to large differences in the ability and propensity of students to effectively collaborate online. Traditional students who are digital natives may have both better access to higher education and come into their coursework already having virtual collaboration skills that allow them to take advantage of the flexibility of online learning. The use of student mentors in small-group collaborations within online courses can provide the support needed for nontraditional students to successfully learn virtual collaboration skills. It can increase their success in their coursework as well as teaching a valuable skill that can be transferred to other settings. Student perceptions of the contribution of mentors are consistent with this benefit.

Parish, T.

University of Illinois

Santa Ana A

Mentorship and Academic Achievement in Higher Education Music Curriculum

A two-year study was conducted to examine the effect of participation in a peer mentoring program on academic performance and social acclimation of first-year university students enrolled in music degree programs. Students participating as mentees were assigned a peer mentor through an in-depth screening and matching process that considered gender, hometown community type, degree program, personal interests, and expressed gender preference for the mentor as well as comments provided through a series of open-ended questions. Mentors and mentees met bi-weekly, attended at least two social/cultural events, and completed a minimum of one service project together during fall semester. Results indicate that there may be a correlation between participation as a mentee in the mentoring program and superior academic achievement, improved time-management skills, and development of a broader support network.

Fleming, D.

California State University, East Bay

Santa Ana B

Reflective Learning Environment & Communication Models for New Faculty Mentors

The teaching and learning context in higher education is rapidly changing due to demographic, technological, and globalization pressures. Similarly to K-12 classrooms, college faculty must work effectively with students from a variety of cultural, linguistic, socioeconomic, and learning backgrounds. Essential questions for those coaching new instructional college and university faculty are: What are the unique challenges of managing the higher education classroom? How can faculty meet these challenges in ways that establish positive rapport and a productive teaching and learning environment for learners? Are there lessons from the K-12 and counselor training arenas that can be applied to new higher education faculty coaching? The authors offer a nuanced, faculty- and learner-centered approach to the developmental coaching relationship, one in which the faculty member's goals, learning preferences, and teaching context are used to shape the content, pace, and tone of the work. Two models are presented to achieve this. The first is a classroom environment model with a quick learning curve that coaches can use to help new faculty 1) proactively establish

academic and behavioral norms, 2) diagnose, and 3) address challenging student behavior. The authors next offer a Rogerian-based approach using a variation of Carkhuff's "soft skills" communication model, designed to foster a trusting and productive coaching relationship that is safe (confidential and empathetic), productive (goal-centered), and contextualized (taking into account relevant personal, professional, and sociocultural circumstances). This model can also be taught to new faculty to help them create deeper levels of satisfying learning interactions with their own students

Davis, A.

Grand Valley State University
Acoma A

The T.E.A.M.M. Approach to Mentoring: Community and Academic Partnerships

As America becomes increasingly more diverse, it is imperative that health care practitioners are prepared to meet the needs of this population. To this end, there is significant evidence that documents the need for additional practitioners of color, at all levels of care. Grand Valley State University (GVSU) is a major conduit for future health care professionals in the West Michigan region. GVSU understands the need to increase the number of minorities graduating from majors within the health professions, and the need to improve the probability that these students gain employment in health related careers. With this in mind, GVSU has collaborated with the Grand Rapids African American Health Institute (GRAAHI) to design and implement a mentorship program. With a mission to reduce disparities in health and health care for minority populations, GRAAHI is a local non-profit organization that understands the need to increase minority presence in the healthcare system. Grand Valley State University's College of Health Professions created the "Teaming to Enrich Academic Minority Mentees" (TEAMM) program. This program works to build bridges between the classroom and working environment to ensure the successful transition between college and career. In partnership with GRAAHI, TEAMM matches participating students with area health care professionals. Mentees are required to meet with their mentor and attend group-facilitated sessions on a monthly basis. In addition to benefiting students, the program is an asset to the community as well. This partnership assists students in becoming vested members of the community, thereby increasing the potential for local retention upon graduation.

Gunawardena, C.

University of New Mexico
Acoma B

E-mentors Facilitating Social Construction of Knowledge in Online Case-Based Reasoning

The purpose of this paper is to discuss a study that examined the following two research questions: 1. How did international e-mentors facilitate social construction of knowledge in an online case based reasoning activity? 2. What are the benefits and challenges of online cross-cultural e-mentoring? The study is based on the online mentoring experience between e-mentors in the United States (master's and doctoral students at UNM) and protégés in Sri Lanka (faculty from universities and professional organizations) who engaged in a case-based reasoning inquiry activity in a small group (10 to 12 participants) using Moodle, an open-source learning management system. For the protégés, the goal was to learn about facilitating inquiry-based learning online. The goals for the e-mentors were to tutor, mentor, and facilitate the case based reasoning activity through the interplay of diverse cultural perspectives and problem resolution through negotiation of meaning. The research design was qualitative content analysis employing interaction analysis of computer transcripts of the case-based reasoning activity that tasked the group with generating a solution for street children in Sri Lanka. The analysis was based on the IAM developed by Gunawardena Lowe and Anderson (1997) for analyzing occurrences of social construction of knowledge in online discussions. This research advances our understanding of how e-mentors can effectively scaffold the educational process for online learners until they are ready to negotiate the process on their own.

Strohschen, G., Bergovic, M., Johnson, C., Prince Gilbert, C., Williams, C. & Eiathakul, S.

DePaul University
Mirage/Thunderbird

Beyond the Classroom: Mentoring that Builds Relationships for Civic Engagement

This paper is an exploration into mentoring within the context of an applied professional study graduate program by students and their mentor. It presents mentoring as a multi-faceted approach that engages adult learners in empowering themselves and their communities within civic engagement projects in community settings. Graduate students learn while they earn credit; and community residents learn while cementing community-university-public and private business-partnerships to build a foundation for community transformation based on local assets. Mentoring Beyond the Classroom (MBC) is an approach to mentoring that combines socially responsible community action; emancipatory education principles; critical theory, and civic engagement as both context and content of personal and community development. This paper lays the philosophical foundation of the approach, moves on to describe a model developed by the faculty mentor, and chronicles the students' insights in an abbreviated reflection section. The MBC approach pivots on a mutual desire among all participants in a community project for self-awareness and the shared values of egalitarian interdependence. With that, MBC is strongly rooted in emancipatory/popular education.

Gut, D. & Beam, P.

Ohio University
Spirit/Trailblazer

Your Turn, My Turn, Our Turn --How to Decide: Developing Co-Teaching Relationships

Modeling a co-teaching relationship in a teacher education master's level STEM program, two faculty members co-taught two semester courses to a cohort of teacher candidates in a one-year, field-intensive teacher preparation program. The two university classes were co-taught by a general and special education faculty member. Managing and Monitoring Student Learning: Designed to help general education teacher candidates (grades 7-12) become more proficient at managing classroom procedures and student behavior. In addition this class will give teacher candidates the skills needed to use classroom assessment data more efficiently and effectively through analysis and application, promoting data-driven decision making and problem solving. Differentiated Instructional Adaptations: Designed to develop skills needed by licensed general education teachers to work with learners with exceptionalities and diverse needs in inclusive classrooms. Content includes collaboration strategies, curriculum modifications, instruction and management adaptations, principles and skills for differentiating instruction in an inclusive classroom. Pre-, post-,

and delayed-post surveys tracked the development of candidates' understandings of co-teaching and the developmental relationships central to co-teaching. Candidates were required to co-teach two lessons with their cooperating teachers using a co-teaching model (one teach, one assist was not an option) and reflect on the experience. Finally, candidates completed weekly online reflections based on observations of co-teaching in the university classroom and co-teaching experiences in their grade 7-12 classrooms. Data from reflections and surveys reveal challenges and progress made in navigating and establishing developmental relationships with their cooperating teachers in the areas of co-planning, co-assessing, classroom management, contrasting teaching styles, and expectations.

Fritz, J., Miller, B. & Walters, B.

Eastern Michigan University & Washtenaw County Youth Center
Scholars

Voices from the Field: The Adolescent Diversion Program

Despite declining rates of incarceration for juvenile offenders in the United States over the last twenty years, there are still tens of thousands of youth in the juvenile justice system. Research has shown that programs offering early interventions that keep youth from ever entering the system are highly effective in achieving favorable outcomes for youth. This presentation explores the successes and challenges of one such program. The Adolescent Diversion Program is a field unit aimed at diverting first time juvenile offenders from entering the juvenile justice system through twelve weeks of intensive mentoring. Designed by key community partners, including juvenile court judges, court administrators, police, county commissioners, probation officers and university faculty, this initiative is based on a unique "evidence based practice" model that focuses on the importance of healthy developmental relationships in an adolescent's life. Undergraduate social work interns undergo specialized training and serve as mentors to adolescents who are court referred to the program. Youth are matched with a mentor who assists them in developing and pursuing goals such as taking responsibility for their actions, engaging in pro-social decision making, negotiating the barriers they face in their communities, addressing psychosocial risk factors, and remaining free from future contact with the court system. The mentors themselves are supported in this community wide effort with diverted offenders and their families through on site field supervisors. The supervisors connect with students several days a week and support them in developing generalist practice skills while also training them to be effective mentors.

Bellavia, T.

Touro College
Luminaria

The Words Remain Inside Project: Bullying Stops Here!

The Words Remain Inside: Bullying Stops Here! will address critical and recent tragic incidents that have occurred between students and teachers or among children within a classroom setting and beyond. The presentation will educate teachers on how to distinguish what is teasing and bullying and knowing the signs that could prevent further untimely deaths. The presentation will have concept-based learning approaches coupled with project based learning. Each participant will create a puppet that will concretely represent what words can do: hurt, cause conflict and unfortunately marinate inside. Hence, this project- based learning can easily be replicated in each teacher's classroom and address different kind of conflicts in the classroom, school, or home. According to Smith, Cowie and Blades (2011); "Conflict can be unpleasant in short term and if repeated patterns of pervasive behavior, may be detrimental" (p. 164). Some critical incidents that are encountered between children in the classrooms or school could be avoided or thwarted if the proper professional development is implemented and educators become aware of what detriment persistent taunting does. Educators should make it their aim to redirect student's antecedent triggers or taunts before the students become despondent and withdrawn.

Lofton, C.

George Washington University
Isleta

Developmental Seeking Strategies & Developmental Relationships: Strategies Utilized by Mid Career Transitioning Workers

This paper is an overview of a research study regarding mid career workers seeking career advancement by acquiring skills through participation in a joint labor management sponsored educational program. The research study utilized the Rubin and Rubin (2005) river and channel interview approach to gain insight into the developmental seeking strategies of study participants. The research study also provides insight into the developmental relationships and developmental networks identified by the participants. Using Higgins and Kram's (2001) reconceptualizing mentoring at work and a developmental network perspective, the researcher explored the individuals' perceived need for development and their developmental seeking behaviors. This perspective allowed the integration of social network and mentoring theories to gain insight into the developmental relationships within the participants' networks while also exploring the developmental strategies of front line workers.

Mixon, J. & Gbolo, S.

University of Minnesota
Sandia

Bridge to Baccalaureate: Men of Color in STEM

Minnesota's Louis Stokes Alliance for Minority Program (LSAMP) proposed a new initiative, as a newly renewed funded National Science Foundation Grant (NSF), to focus specifically on creating a pipeline for underrepresented minority students pursuing science, technology, engineering and math (STEM), who are currently enrolled at a community college. As a successful LSAMP program in the first funding cycle, the program's leadership pursued the Association of Public and Land-grant Universities (APLU) grant to support minority males pursuing bachelor's degrees in STEM. In order to increase the number of minority men completing degrees in the STEM fields at the University of Minnesota Twin Cities (UMN) a partnership was formed with Minneapolis Community and Technical College (MCTC) due to their high enrollment of minority male students interested in transferring to the UMN. The Minority Males in STEM program is a mentorship program based on the best practices of the Minnesota LSAMP. This program focuses on the development of mentoring relationships between students who have had significant academic

experiences and with students striving for persistence towards degree attainment. The program matched a minority male MCTC student interested in transferring to the UMN in a STEM related field of study with a current UMN minority male in the same or similar STEM areas. Evaluative tools used for the program included focus groups, individual interviews, and a survey to assess how the peer mentoring events of the past academic year aided the MCTC participants in defining their academic and career goals as well as their connectedness to the UMN campus.

Parks, R.

Parks Consulting Group, Inc.
Fiesta A

STEM Mentoring, According to R2D2

Robotics, often overlooked in otherwise excellent Science, Technology, Engineering, and Math (STEM) academic programs, offers substantial rewards as a learning tool. This paper notes these benefits and suggests platforms and mentoring approaches to reap them. First, robotics is multi-disciplined, encompassing at least mechanics, electronics, and software, and on occasion others such as biomedical sciences, a tremendous breadth of potential areas of study in engineering. As such, its appeal is also broad and requires interest in only one area, while offering coincidental new opportunities to explore others within the robotics group. Students are typically drawn to one discipline, but often to their surprise, discover a latent interest in others. It is also increasingly likely that interest is stirred across gender, race, and culture. For many students not known for academic excellence, “gadget appeal” offers the chance to demonstrate hands-on talent, and a path to bridging the so-called “achievement gap.” Second, implementation of thoughtfully selected robotics projects closely resembles the real world of engineering. Teamwork is essential across specialized single-discipline groups which must communicate, cooperate, plan, interface with other teams, and recover from failure to achieve their goals. Third, robotics is an excellent vehicle for attracting local community members with STEM expertise as role models and mentors. The tangible goals are perceived as fun and interesting to the problem-solving professionals. These individuals instinctively impress on the students the importance of critical elements often ignored, including planning and documentation. This paper describes a robotics project that led a team of mentored high school students to first place in a statewide competition, and commitment to university pursuit of engineering degrees.

Gwin, T.

Washington State University, Pacific County Extension
Fiesta B

Developing Multi-generational Relationships through Quilting

Quilt Camp came from a demand for sewing skills and desire to increase positive youth-adult interactions. Youth-adult interactions face challenges to develop beyond the relationship of student -teacher. It is a long held theory that the time spent quilting together builds and strengthens relationships. Screened and trained 4-H sewing volunteers acted as positive role models and resources for the participants. These participants are self-selected multigenerational teams, with the goal of completing a quilt in three days. Participants have been followed over five years. Ninety percent of the participants increased targeted life skills. Participating, decision making, listening carefully and following instructions, had the greatest gains in pre/post evaluations. Positive relationships formed with the adults and youth that carried on throughout the years after participating in camp. By the end of the second year all youth reported they now considered their adult partner a mentor. The results of the program support the theory that quilting together strengthens social connection and relationships.

Reilly, C., Ashe, D. & Clements, C.

University of North Carolina, Wilmington
Amigo

Mentoring Camp: Fostering Support for Intentional Developmental Relationships

Many university mentoring programs train mentors and mentees to develop productive developmental relationships for the purpose, stated or assumed, of supporting new hires to gain tenure and promotion and/or helping mid-career faculty move toward promotion to full professor. Zellers et al. (2008) argue for universities to expand mentoring “more systematically and equitably across the ranks of the academy and to share formal mentoring experiences more broadly among the academic community” (p. 583). To address this call, over the past two years, we hosted a mentoring camp designed to improve campus-wide mentoring through a grassroots approach, fostering a community around best practices in mentoring empowered to intervene in their local contexts. Individuals from all constituencies of the faculty were invited; participants included lecturers, new tenure-line faculty, and experienced associate and full professors. The open format and heterogeneous makeup prompted us to complicate typical goals for mentoring and develop new goals, foregrounding the need for intentionality in the design of mentoring programs. A central component of our second mentoring camp was to guide participants to write action plans to discern, interrogate, and in many cases, encourage a complete reconsideration of the goals of their departments’ mentoring programs, if such existed. The community created through the camps prompted a rethinking of our process for designing campus-level mentoring programs, highlighting the need for intentionality at all levels. Our presentation articulates the purpose and design of our camps, critically analyzes our process and our participants’ responses, and discusses how we will move forward intentionally.

Rudolph, B. & Navarro, F.

Texas A&M International University
Alumni

How Are Hispanic Graduate Students Mentored? A Hispanic Serving Institution Answers

While college participation rates in the United States have increased for all groups over recent decades, significant gaps persist between racial/ethnic groups. Hispanics, including Mexican Americans are the largest minority group in the U.S. and are beginning to close the undergraduate education gap. However, a disproportionately low number of Hispanic students pursue graduate degrees, and Hispanic males enroll in graduate education much less than Hispanic females (Fry, 2011). Mentoring in academic settings is a ubiquitous and powerful developmental process, but lacks compelling quantitative data. Quantitative data on mentoring of Hispanic graduate students is practically non-existent (Castillo, 2013). To address this void, we report Hispanic graduates students experiences with mentoring using a revision of the Mentoring Experiences Inventory (MEI) at a Hispanic Serving Institution (HSI) at the Texas/Mexico border. We revised the MEI so that respondents could report if they

had a network of mentors and if they had mentors who were family members. On-line surveys were collected from 70 Mexican and Mexican American graduate students (80% females). Consistent with the cultural value of “familismo”, this sample reported predominant use of family members as mentors. The majority of respondents also reported the use of a mentoring network, rather than the use of one single mentor, which is not inconsistent with a collectivistic background. Social emotional items were reported as being experienced more than instrumental items by this graduate student HSI sample. The authors conclude by noting some implications of results and recommending methods and areas for future study.

3:00 - 3:45 PM

Schwartz, H.

Carlow University
Lobo A

Dinner at Fitzwilly's: Intellectual Mattering in Developmental Relationships

Intellectual mattering, the experience that our thinking matters to another person, is an intention we can bring to our work with students and also an outcome of that work. The idea of intellectual mattering emerged from qualitative research on teaching and learning interactions and relationships and is further explicated by extant mattering literature and relational cultural theory as well as possible selves, authentic teaching, and interpersonal boundaries in teaching and learning constructs. I propose that experiences of intellectual mattering can increase student confidence and motivation and can also fuel the transition in which students move from seeing themselves as receivers of knowledge to seeing themselves as co-creators of knowledge. While based primarily on research in the higher education domain, intellectual mattering shows promise for application in youth and workplace mentoring contexts as well.

Carson, S.

Grand Valley State University
Lobo B

Principles and Practices of Caring Communities and Developmental Relationships

Caring about others in the context of community is an anchor in the development of effective relationships. In the absence of intentional caring, it is very difficult to pursue successful developmental interaction experiences. Unfortunately, principles and practices associated with caring communities are usually not addressed in existing mentoring programs. Yet these very principles and practices can be used to develop effective relationships, construct a shared vision, reduce violence, improve communication, address issues of culture, and foster respect. To accomplish this, it is important to understand how social factors and the structural elements of education (i.e., programs, policies, and practices) can facilitate or inhibit individual participation in caring communities that are building successful developmental relationships. To better understand how principles and practices of caring communities can be used to promote relationship development, it is helpful to analyze their interplay in a variety of contexts. This paper reports on the findings and methodological procedures for a project that identified and systematically integrated principles and practices of caring communities into three different cultures: (a) a college of education in an urban, regional, comprehensive teaching university; (b) an identified student population from the urban, regional, comprehensive teaching university; and (c) teachers from a K-12 urban public school department in the Orne Department of Education Living Language Work Group, Alençon, France. Readers will have a greater understanding of the principles and practices of caring communities, offering them an opportunity to rethink and refine their practices in developing effective relationships.

Bauer, R.

Indiana State University
Santa Ana A

A Qualitative Study of Nursing Living-Learning Communities

Living-learning communities, while not a novel concept, have been known to promote student performance and a sense of collegiality. Men such as Alexander Meiklejohn, John Dewey, and Joseph Tussman have been instrumental in attempting to create an atmosphere conducive to learning. Because nursing students are essential to the field of medicine, retention and pass rates are of paramount importance. Attrition tends to happen to nursing students in their first formative years. Therefore, this future study will be conducted to explore findings associated with living arrangements and residential factors promoting and deterring retention. While most studies have been designed to measure quantitative data, this qualitative comparison case study examines personal experiences associated with residing in a living-learning community. The framework used in this study will be Jean Lave's social learning theory as well as Astin's (1993) inputs-environments outcomes (I-E-O) college impact model. In addition, this research will look for themes in mentoring and explore if and how mentoring was used. Data will be collected using taped recordings and live interviews. The total sample size will be N = 30. Themes in the data will be listed and the coding of themes is included. Data will be collected at two universities in southern Indiana. This article will describe the history of the living-learning community and address the benefits of this arrangement for the future of nursing.

VanderWey, S.

Washington State University
Santa Ana B

Building Successful Learning Communities: A Model for Positive Youth Development

The implementation of positive youth development (PYD) through experiential methodologies in our current public education system is fraught with complexities. This paper proposes that there is a disconnect between the research evidence supporting academic achievement through the use of experiential strategies and implementation of such methodologies in the classroom. This disconnect stems from a shortage of effective evidence-based models, and a lack of implementation techniques on how to utilize the research in public schools (applied research). This paper asserts that the current public school system is in dire need of a paradigm shift, and offers a model with a strong focus on developmental relationships and social justice to support underserved audiences. The Building Successful Learning

Communities model (BSLC) is intentionally centered on what the student needs in order to learn. It demonstrates strategies to promote optimal academic achievement by tailoring instruction to the needs of individual learners, building a community of learners through positive relationships, making materials relevant, and setting rigorous learning targets for all students. BSLC model is research and evidence based, focuses on the student, and introduces tools designed for creating an environment that is emotionally safe. BSLC Objectives for educators: 1. Experience key elements of a successful learning community 2. Gain new knowledge and techniques for teaching and learning 3. Understand current trends in educational research tools. The researched-based approach targets three main objectives for positive youth development: Reducing risk factors, Increasing protective factors and Improving readiness to learn.

White, P.

Brandman University
Acoma A

Building High Trust Relationships for Successful Mentoring

High trust relationships are essential to mentoring those who seek to transform themselves to achieve success in personal or professional pursuits. Learning to work effectively with the core human needs that tend to emerge during times of change is fundamental to building trust. In this interactive workshop, participants will explore strategies for cultivating trust, using real world examples. A Trust Questionnaire will provide insights on individual skills that can help to develop next steps for building relationships that promote transformational change. Strategies to be explored include: show caring; demonstrate respect; be responsive; create transparency; create clarity; practice accountability; active listening; keep commitments; extend trust; be trustworthy. Examples will demonstrate how these strategies are applied in mentoring relationships.

Carr, M.

University of North Carolina, Wilmington
Acoma B

Self-Mentoring™: The Invisible Teacher

Self-mentoring™ is a practice of leadership development that applies mentoring strategies; it is not a replacement for mentoring practice but can compliment such approaches (Carr, 2012). Self-mentoring™, by formal definition, refers to an individual, referred to as an achiever, willing to initiate and accept responsibility for self-development by devoting time to navigate within the culture of the environment in order to make the most of opportunity to strength competencies needed to enhance job performance and career progression through four stages: self-awareness, self-development, self-reflection, and self-monitoring. (Carr, 2011; Carr, 2012). Informally, self-mentoring™ is a sustainable practice of building leaders that is different for each individual through the identification and development of individual skills using collaborations, observations, one-one-one interactions, discussion groups, networking activities, community clusters, and other identified measures through self-mentoring™. Self-mentoring™ can be applied to any field and within any profession. It is not age, gender, race, or socio-economic status bias. Anyone that wants to become a self-mentor™ can take control of the present and begin self-mentoring™. An exploratory study was conducted in a public K-12 North Carolina school involving teachers that were admittedly struggling with goals and meeting school expectations. The yearlong study provided seminars and guidance throughout the school year. Using mixed methodology approach, the participants responded to questionnaires, surveys, and interviews. Results of the study suggest that self-mentoring™ is a means for participants to build 1) confidence, 2) self-efficacy, 3) willingness to support others, and the 4) ability to assume leadership roles, which increases sustainability.

Gale, K.

Red Hen Press
Mirage/Thunderbird

Arts Management Mentors

Arts management requires mentoring, perhaps more than most other professions. Arts organizations are led by visionaries who fund raised their way to the top of an organization that has employees requiring management and a company requiring shaping, ideas and vision. As the visionary who co-founded an independent publishing company in 1994, I have been mentored as we built Red Hen Press into a twenty year old publishing company which publishes twenty-two titles a year. During this time, many arts administrators provided mentoring. I continue to learn, but I am also able to mentor others. Mentoring in arts administration requires finding the right mentor who can give the kind of knowledge you seek, is willing to devote some of their time to teaching you, and is the kind of person you can work with. We all have a certain amount of creative and intellectual capital, and you are asking someone who is over-worked to expend his or her creative intellectual capital on mentoring you. It is not easy to make this a reciprocal relationship. The mentor usually will provide this mentoring because he or she also received this gift. Mentoring in arts administration is almost always an extension of the creative commons, the idea that sharing ideas benefits the entire arts community and that hoarding knowledge stagnates the community. The mentoring community is what moves arts administration forward. It requires finding the right mentor and then entering a relationship with a desire to learn, with humility and with respect.

Kirk, Y.

University of Southern California
Spirit/Trailblazer

Evaluating a First Year Faculty-to-Faculty Mentoring Program

Studies indicate that the characteristics of good mentoring programs share four essential qualities: 1) a clear purpose with goals and strategies; 2) that protégés and mentors are prepared for their roles; 3) that regular meetings are encouraged to nurture interaction and; 4) that there is a method for evaluating the effectiveness of the program. This paper examines the efficacy of a first year, faculty-to-faculty mentoring program at the University of Southern California in the Marshall School of Business, Center for Management Communication where recent department hires, adjunct faculty and select senior faculty participated. The purpose of this report is to share what was learned over the past year and to critically review the impact and effectiveness this program has had among senior clinical faculty and adjunct faculty to move to the second year iteration. Furthermore, the discussion addresses fundamental issues concerning program growth, developmental relationships,

faculty development and how to foster continued program interest and long-term relationships. The article proposes a methodology or evaluation model for mentoring program development generated from after-meeting questionnaires and comments gathered during meetings with specific analysis on three, meeting models aimed at steadily improving relationships to advance the channels of communication. Recommendations are offered to those in early stages of faculty mentoring programs; for those looking for new thoughts to move their program to new levels; and for those establishing a faculty-to-faculty mentoring program. The relevant information for this paper comes from open literature on the topic of mentoring and meeting discussion records.

Letamendi, C.

Nova Southeastern University
Scholars

Oil and Water: The Incompatible Mentor-Mentee Relationship

Mentorship is all around us - from the school system all the way up to higher education, and even in the corporate setting and in government. When we initially think about mentorship, it is not uncommon to hear of all the wonderful things that mentorship can bring to both mentors and mentees; personal and professional development, motivation, empowerment, networking opportunities, and the ability to give back to your community, just to name a few. In this paper, I recognize that there may be instances whereby a mentor – mentee relationship does not function due to incompatibilities caused by differences in needs and values. The paper starts by introducing my personal experience of being part of a formal, involuntary mentoring program as an academic advisor at Nova Southeastern University's H. Wayne Huizenga School of Business & Entrepreneurship, as well as my experiences volunteering to engage in a two-way mentoring relationship with a fellow student who is also actively working on their dissertation. After discussing my personal experiences, I refer to the literature to define what mentorship is, the differences between a formal and informal mentoring program, defining what a conflict is, and thereby explaining what a 'conflicting mentorship relationship' is. The purpose of this paper is not to identify one type of mentorship as better than the other, but rather to share my experiences with other colleagues to further develop best practices of mentorship and ensure connectedness with our fellow mentors and mentees.

Roberts, S., Pokay, P. & Zhang, K.

Wayne State University & Eastern Michigan University
Luminaria

GO-GIRL Mentoring: Undergraduates Mentoring High School Girls in STEM

The Gaining Options: Girls Investigate Real Life (GO-GIRL) through health-related STEM Disciplines initiative is an out of school program for high school girls that focuses on engagement, continuity, and learning capacity, a trilogy that has been identified as necessary for success in STEM disciplines. The goal of the program is to increase the number of girls entering college with both the capacity and the intent to pursue health-related STEM careers through mentoring from female undergraduate STEM students. In the GO-GIRL program, high school girls are assigned a female undergraduate mentor in a STEM major. With their mentors, girls attend a 3-day summer STEM academy that includes university faculty presentations, participation in collaborative learning activities, and experience living on a college campus. Girls interact with their mentors during the academy and further build a professional relationship through social networking and face-to-face weekend events throughout high school. This paper reports the GO-GIRL program model, addresses the role of social media in sustaining and strengthening professional relationships among female mentors and mentees. We present the mentoring model used in this program, data obtained from its initial implementation, and discuss modifications based on feedback from girls and their mentors. Ongoing findings suggest, for instance, that Facebook might be a better medium than a device-specific network like Path so girls can access their mentor from anywhere. In addition, mentors used a variety of postings including information about how to apply and be successful in college, as well as more personal information in order to develop relationships.

Berrett, B., Nisbett, N. & Lowe, M.

California State University, Fresno
Isleta

Developing a Faculty Mentoring Program: A Pilot Project

Inspired by their attendance at the 2012 Mentoring Institute, three faculty from different health and human service disciplines are working together to create a formalized mentoring program for their university. Funding is being provided by the Provost and the College to develop a pilot program across seven academic departments in one College during the 2013-2014 academic year. Best practices identified during a literature review and visits to other universities with established mentoring programs will provide the framework for the pilot program. Newly hired tenure track faculty and their assigned mentors will be provided with resources and have regularly scheduled meetings to assist new faculty in adjusting to the university and assist the mentors in providing effective guidance. Using a mixed methods design, data will be collected throughout the year to assess program effectiveness. Both graduate and undergraduate students will be included to assist with literature review, tool development, data collection, and data analysis. This presentation will discuss the inspiration for the program, its structure, methodology, funding, and resources. Baseline data, collected from 2012-2013 new hires not involved in a formal mentoring program, will be discussed as well as preliminary data collected from the newly hired faculty and their mentors.

Keller, E.J.

Michigan State University
Sandia

Building Sustainable Relationships across Academic and Non-Academic Spaces

Previous academic scholarship in the social sciences and humanities calls attention to a traditional model of mentoring, where masculinist values of hierarchy and competition directly influence levels of professional activity and productivity. In this way, an older, more-experienced expert helps a younger, less-experienced novice navigate various institutional situations. While this model of mentorship presents itself in the academy (and in non-academic spaces, too), alternative models of

mentorship exist, which challenge traditional ways of mentoring and professionalism. For example, commitments to reciprocity, transparency, and reflexivity can help mentors and mentees locate non-oppressive practices in mentoring relationships. Both models of mentoring, the author argues, have their affordances and limitations. In this paper, the author addresses mentoring practices in a non-academic company where mentoring forms an integral part of their business model. The author discusses company perceptions of mentoring, and how mentoring is located, named and defined within the company. She also discusses the intersections of writing, mentoring, and professionalism as experienced by the employer, employees and interns of the company. The author suggests that when mentors and mentees explore their attitudes and approaches to writing, they can better understand the sustainability of effective mentoring relationships inside and outside the academy. In this way, researchers, teachers and students can celebrate the writing practices and technologies that facilitate productive mentoring, while seeking new or different mentoring strategies that bridge academic and non-academic spaces. This paper articulates implications from the author's pilot study, and questions for her future research.

Hazel Delgado, R.

University of Nebraska, Lincoln
Fiesta A

Building a Road for Future Minority Scholars, One Research Lab at a Time

For the past 20 years, the professor and graduate students in the University of Nebraska-Lincoln's Race and Ethnic Psychology Lab have mentored minority scholars toward an understanding of research and preparation for both academic and professional careers. In light of the success in promotion of minority scholars, we examined features that produced successful student experiences and outcomes noting mishaps and failings as well. First and foremost, the lab is dedicated to partnering with students to engage in the science of human behavior and conduct research that promotes minority population health. Scholarly activities include all research steps, from development to publication. An anonymous survey of current undergraduates in the lab indicated students: 1) were committed to conducting research that pertained to race/ethnic issues, 2) were certain that lab involvement on race/ethnic research projects makes a difference in their commitment to education and training, and 3) were pleased that research could be "fun." We are convinced that Inoculation Theory (Dasgupta, 2011) is a meaningful approach for understanding successful inclusion of minority scholars into psychological health and well-being research and teaching. Students gravitate toward achievement domains that are a comfortable fit, because they develop a relationship with mentors and envision themselves making valuable contributions. The stereotype inoculation model assumes that minority experts and peers in high achievement settings function as "social vaccines" who increase social belonging and inoculate group members' self-concept against negative stereotypes. Minority educators and leaders, then, build a road for future scholars to travel.

Schnaithman, W.

The Gow School
Fiesta B

Boarding School Teacher Develops Working Mentorship with International Student

For an international dyslexic student to navigate the complex environment of a specialized boarding school, a mentoring relationship with his advisor is crucial. I am the Foreign Language Department Chair, a classroom teacher, a dorm parent; I organize short-term study abroad trips, and I mentor students at a boarding school which specializes in the education of boys with dyslexia or other language based learning differences. The working relationship which I have established through all of these roles with one of my students is the focus of my proposal. For the past two years, I have been developing a mentoring relationship with a student from India. Our first hurdle was to define our mentorship. In addition, it was important for me to understand my student's cultural background in order for him to rely on me as his mentor. I will discuss some of the best practices which I used in order for my student to commit to our relationship. Not everything that I did worked the way I intended, but what we have now is a functioning relationship. The successfulness of our mentoring relationship can be measured by several benchmarks, including the student's level of academic success in his coursework and his work ethic improvement. However, one of the most meaningful signs of success has been the transference of my passion for the Spanish language and the Latin American culture to be his passion as well. He has gone from being socially awkward to developing relationships despite cultural boundaries.

Little, S.

University of Southern California
Amigo

I See You©: Men(toring) and Black Males in Independent Schools

The American educational system, previously a world leader, has globally declined ranking twenty-fifth (25th) in math, fourteenth (14th) in reading, and seventeenth (17th) in science compared to other industrialized countries (Hanushek, E.A., Peterson, P.E., and Woessmann, L., 2012). In another study, American students ranked "25th among 34 countries in math and science," lagging well behind their peers in China, Finland, and South Korea (OECD, 2009). In national assessments, only 42% of fourth graders, and 37% of 8th graders were proficient or above on the 2011 National Assessment of Educational Progress (NCES, 2012). Correspondingly, these disturbing K-12 trends have adversely impacted U.S. higher education. The decline of U.S. students who are pursuing and completing higher education, especially those who have been historically underrepresented, has lessened America's global and economic competitiveness. While Blacks, Hispanics/Latinos, and Native Americans represent 12.8%, 25%, and 1.1% of the American population respectively, they were awarded college degrees at extremely lower rates than their majority counterparts. In 2010, Black students earned 10.3%, 12.5% and 7.4% of Bachelor's, Master's, and doctoral degrees, respectively, with Black males earning only 29-35% of the degrees obtained (NCES 2012-045). To address this disturbing reality and to determine the personal and institutional factors that can influence Black male students' persistence, retention and academic success, this paper will discuss the culturally inclusive, I See You© school-based mentoring and peer coaching program for Black males in independent schools that can serve as a strategic student engagement model for disparate student groups that can positively impact personal, academic, and professional success.

Smith, E.

University of Texas, El Paso
Alumni

Understanding Possible Biases and Attributions in Mentoring & Teaching

Mentoring and teaching are skill sets that play an integral role in student development in research universities and colleges. The relationships developed between teaching faculty and advisors, on the one hand, and students, on the other, often help students make critical decisions that are required to successfully pursue research career interests. In order to achieve efficient learning, the best mentoring and teaching methodologies are adopted and developed based on previously used models, along with personal experience, assuming that all the potential attributes of effective and influential mentoring and teaching are identified. Despite employing a broad approach, one is often unaware of the possible biases and false attributions that may plague mentoring and teaching, such as the use of personal intuition, bounded rationality, the actor observer bias, attribution errors, and the correspondence bias at a cognitive level, any of which may have unaccounted influences while trying to identify an optimized mentoring or teaching process. The principle aim of this paper is to identify possible biased dimensions in mentoring and teaching, and to address how different types of biases affect and influence mentoring and teaching processes.

4:00 - 4:45 PM

Neisen, S.T.O.

University of Minnesota
Lobo A

Process: The Key to Successful Relationships in University of Minnesota Programs

Research findings presented in the University of New Mexico's 2012 Mentoring Conference paper Creating a Mentor Training Program for Transformational Mentoring in the University of Minnesota Leadership Programs, clearly indicated that the mentors style should include a process-oriented element in which the mentor helps the student to develop a process for finding answers on their own. Although the sample size was small, 100% of the students whose mentors used a process-oriented style had transformational experiences. A transformational experience indicates significant impact and effectiveness of these developmental relationships. In keeping with the theme of the 2013 conference this paper explores in detail the elements of this process oriented style of mentoring leading to impactful and effective relationships. This methodology is an outgrowth of a framework incorporating Sharon Daloz Parks' four broad developmental concepts: (1) "becoming critically aware of one's own composing of reality, (2) self-consciously participating in an ongoing dialogue toward truth, (3) cultivating a capacity to respond—to act—in ways that are satisfying and just" (Parks, 2000, p. 6), and (4) "commitment to the common good and the building of a more vibrant and just culture" (Parks, 2000, p. xii). Parks' process will be interpreted, refined and presented as an elegantly simple, continuous and self-perpetuating cycle in which the students continually transform themselves. This process becomes a broadly applicable rhythm playing in the background positively impacting their entire life.

Woods-Warrior, E.

Old Dominion University
Lobo B

Multiplied Minds: The Concentric Mentorship Approach for Building Effective Relationships

Recent national emphasis on timely and successful college completion has catapulted mentorship to the forefront of the dialogue on student success. However, few have considered the potential of mentorship past its function as a social buffer and a method of networking for career placement. This essay introduces mentorship as a part of pedagogical discourse through a comparative analysis of mentorship programs implemented on two college campuses using the concentric approach. These two institutions, varied in constitution, size, demographic make-up, and intent, provide an ideal laboratory for such comparative research. The concentric approach, coined by the author, facilitates the integrated use of mentoring dyads and triads that include students, peers, faculty, family, and institutional support programs. This multidimensional approach to teaching, learning, and student success exponentially increases the network of resources available to students and contains features that replicate easily across institutional type. Following an introduction to the conceptual foundation, the work elaborates on contemporary research in mentorship and explores the alignment of peer mentorship with an institutional network of faculty and staff who serve as mentors and academic coaches to create a holistic "web" of support services. The discussion includes a review of the key institutional characteristics impacting structure and implementation. A summary of the implementation strategies, training, and assessment used are illuminated with a focus on the core use of developmental relationships. Finally, the extent to which such practices impact the trajectory of academic achievement and retention for students in various settings will be demonstrated.

Brandt, S.

New York City College of Technology
Santa Ana A

Developmental Relationships; Mentoring Students through the Volatile Moments of Team Projects

This paper presents a method of mentorship to create developmental relationships with student teams. The Collaborative Team Projects are designed to have moments where quality, cost, and time collide. The mentors' strategy is to build strong and stable relationships that will guide the students to work as a team. The mentors' charge is to create an environment where the process of the team collaboration is a road map for the mentees' to follow to complete deliverables. The idea is by examining how the teams' makes decisions under pressure; the mentor can learn how the team works together and guide them to positive outcomes. Instructional scaffolding is used to guide the students through directed, then self-directed learning. The scaffolding process includes having the teams' work together doing in class collaborative assignments. Using the theory of proximal development the team members develop relationships that provide learning opportunities within the team. By doing a series of team assessments throughout the process the mentor can ascertain if the goals are being attempted and completed. To be a good team member the students must develop their personnel skills including: creating an environment where honesty is second nature, presenting a good attitude and consistently following through with their personnel assignments that contribute to the whole. At the end of the process the teams' reflect on their individual and team performance. This paper will present examples and processes used in class for nurturing student production teams.

Jensen, D.

California State University, Chico
Santa Ana B

Mentoring in Distance Education: A Constructive-Developmental Approach

While strides have been made for increased access in higher education, barriers continue to impede the success of traditionally underrepresented students. Students in alternative education programs often experience differential access to faculty, advisors, university support systems, and the supportive culture established by being on campus. In addition to disconnection from university culture, they may not have the social and cultural capital that can help them feel confident and worthy, or capable of an advanced degree. This paper will provide an analysis of the distributed learning social work mentoring program at California State University, Chico. Located in northern California, CSU, Chico serves a 12-county region the size of the state of Ohio. This region has no large cities. The service area is composed predominantly of small cities and towns with large areas of rural countryside. The research includes three areas of data: what content areas of a mentoring program are utilized; what contributes to mentor utilization; and how technology influences the mentoring process. Further analyses of potential component differences between first- and non-first-generation students, between rural/urban dwelling students, student age, bachelors and masters level students, and geographical distance from campus.

This research was conducted through the lens of the constructive-developmental framework. Kegan (1982, 1994) highlights the evolving ways of knowing and how it connects with adult development. One construct of his theory is the "holding environment." Mentors can play a role in assisting students with developing a level of comfort with this anxiety in order to best promote growth and transformation.

Lantzky, K.

St. John Fisher College
Acoma A

Using Team Teaching to Support Junior Faculty Growth in STEM Disciplines

The development of junior faculty members in the STEM discipline has become increasingly important to the long-term sustainability of STEM fields. Introductory chemistry courses at St. John Fisher College use a team teaching method to solidify faculty relationships and develop junior faculty into confident and creative teachers. Each section of the general chemistry course is taught using an inquiry teaching method and is team-taught with 2 faculty members in each class daily. Teaching groups are comprised of faculty members at all stages of their careers. The team approach has developed a strong support system for the junior and senior faculty members. Junior faculty members are paired with senior faculty members, which allows for shared experiences and mentoring for the junior faculty in terms of classroom facilitation and management. The team also mentors junior faculty on question writing, content development and student interactions. The senior faculty members have been pushed to renew and reconsider the use of alternative methods of content delivery. The development of the teaching groups can be adapted for different teaching method and for other STEM areas.

Hallaq, T.

Kansas State University
Acoma B

Evaluating Online Media Literacy in Higher Education: Validity and Reliability of the DOLMA

While new technology continues to develop and become increasingly affordable, and students have increased access to electronic media, one might wonder if requiring such technology in the classroom is akin to throwing the car keys to a teen-ager who has not completed a driver's education course. Currently, no validated survey has been created to measure multiple constructs of online digital media literacy levels in such a way as the Digital Online Media Literacy Assessment (DOMLA). The study identifies core constructs of media literacy recognized by noted researchers, discusses previously developed surveys for measuring media literacy levels, and references Prensky's (2001) two core groups of digital media users, "digital natives" and "digital immigrants". The purpose of this study was to develop a valid and reliable quantitative survey providing accurate data about the digital online media literacy of university-level students to better understand how digital online media can and should be used within a teaching/learning environment at a university. While this study is confined to the creation of the instrument, the survey, future research intends to measure digital media literacy levels in both university students and faculty to better understand how digital media can and should be used within a teaching/learning environment at a university. The study resulted in a 50-item instrument allowing a quantitative measurement of digital online media literacy. Results repeatedly showed a reliable instrument when viewed as a whole, with individual constructs indicating varying degrees of reliability on their own.

Grajczyk, R., Ogba, M., Oscar, B. & Pattawong, O.

Oregon State University
Mirage/Thunderbird

A Formal Mentoring Program of Graduate Students for Higher Education Teaching Careers

Sixty percent of surveyed faculty at Oregon State University self-report feeling ill-prepared and lacking mentoring support to assist with their first experience as an instructor. Moreover, 81% of this faculty did not undergo formal training prior to being hired as a faculty member and indicated specific aspects of training that would have better prepared them for the challenges of higher education instruction. The OSU Chemistry Department is working to improve this statistic by offering a mentoring program for the development of teaching skills in future faculty. The intent of this program is to acquaint graduate students (the Associate) with the practice of creating and operating a college-level chemistry course, and in doing so increase the likelihood that the Associate will compete successfully for a college-level teaching position. This program furthers the professional development of the graduate student; it is not simply a "substitution" for the absence of the faculty mentor or an extension of the department teaching assignment. The Associates, the faculty, and the student body greatly benefit from this experience through professional growth and scholarship. The need for programs such as this at other institutions and the success of the newly implemented Advisory Board will be discussed.

Campbell-Meier, J.*University of Alabama*

Spirit/Trailblazer

Developing a Community of Practice for Non-degree Library Managers in Alabama

A survey published recently by the Institute of Museum and Library Services (IMLS) reported that Alabama public libraries rank in the bottom quarter of libraries throughout the United States in terms of library collection size, circulation, library visits and usage. One reason for the public's lack of knowledge about library services may be that public library managers need additional library training and education. A recent IMLS survey indicates that 59.4% of the Alabama's 212 public libraries employ managers who do not hold an LIS degree. Many of these library managers have little or no formal training or experience related to library administration and management. STAPLE, an IMLS grant funded project to educate non-degreed librarians, will provide targeted professional training to guide them in assessing their local populations and discerning how their library can meet the informational, recreational and educational needs of their communities. Grant participants will develop a community of practice with mentorship from instructors brought in for workshops and join an online community-learning environment in which the participants will share ideas, concerns, questions, and successes with each other and the partners. The networking aspect of the training will be fundamental to the success of the program. The initiative is expected to foster greater collaboration among peer public library managers, and contribute to the development of skills and abilities in the library workforce. This paper will examine the structure and processes developed to provide participants with mentoring opportunities and peer networks to provide successful services to home communities.

Gonzales, R. & Marquez, R.*University of Texas, San Antonio*

Scholars

Professional Advancement Programs: Top-Down or Bottom-Up, What Works for Women?

This paper compares two programs for career development running concurrently on a university campus. The executive administration created one program, Leadership ABC (LABC), to "... develop the knowledge and skills of faculty and staff—to build leaders to serve [the campus] and higher education, and to use their new understanding of leadership principles in their current position." The current authors were LABC faculty-participants who conceptualized the second program, the Women's Professional Advancement and Synergy Academy (WPASA). WPASA's objective is to empower and inspire a cross-section of women working in the academy who aspire and commit to leadership as a central component of their career. WPASA does this by 1) offering keynote addresses, panels, discussion groups, and workshops that center on developing skills valuable to career advancement; 2) learning to identify and build upon underappreciated and under acknowledged skills and experiences already possessed; 3) creating a pipeline of relationships through collaboration and networking opportunities. This research draws on IRB-approved data collected from WPASA cohort participants and the University's Vice-Presidents. We argue that the WPASA design offers a more effective model for building developmental relationships than LABC. Furthermore, the findings indicate that best outcomes result when 1) the cohort of participants convene multiple times over an extended period; 2) participant evaluation feedback shapes on-going program curriculum; 3) the steering committee actively researches and attends workshops to develop productive programming. We additionally argue that the WPASA model exemplifies the successful melding of research-based best practices with the needs participants identify.

Young, C.A.*University of Denver*

Luminaria

Power and Privilege in Diversified Mentoring Relationships

Given that research on mentoring traditionally focuses on protégé outcomes, voluntary mentoring, and homogenous mentoring relationships (Chandler, 2011), we specifically examined mentor outcomes in highly diversified, involuntary mentoring relationships in business organizations (Ragins, 1997). In diversified mentoring relationships, mentors and protégés may differ in terms of ethnicity, race, age, sex, class, disability, or sexual orientation (Ragins, 1995). While there exists an emerging literature on the effects of gender on mentoring relationships, other dimensions of diversity associated with marginalization in work organizations has received scant attention (Nkomo, 1992). Using data we collected from a unique mentoring program involving predominantly white, affluent business school students at a private university and adult African and East-Asian refugees in a jobs-training program, we examine mentor outcomes in diversified mentoring relationships in terms of cultural competence and leadership.

Scott, C.B.*Azusa Pacific University*

Isleta

Utilizing Academic Bridging with Student Employee: A Developmental Mentorship Program

This paper presents the implementation of a professional student development program within the Department of Campus Safety at Azusa Pacific University. The goal of this program is to utilize academic bridging to bring each student employee's academic discipline to bear on their work responsibilities. Students are mentored by their supervisors as they engage this opportunity. These mentoring relationships empower those students to problem solve and apply insight from their chosen major in their individual student employment setting. Within the Department of Campus Safety, for example, business majors were given practical experience in the business, accounting, and marketing aspects of the department. The same approach for example allows computer engineering majors to gain practical experience in information technologies and communications students experience in marketing and public relations. In addition to the above strategies, students develop mentoring relationships with the professors teaching their chosen major, utilizing those relationships to problem solve in the work environment. Qualitative data is examined to demonstrate the benefit received by both the mentored student, and by the employer. This data shows that the employer gains the benefit of access to services and information previously provided by outside contractors. Students who engaged with the program gained an edge in the hiring world, and in their ability to rapidly progress in their profession. Finally, future research will analyze how aspects of this program meet existing needs in the academic and professional world and will be disaggregated according to gender, and ethnic background.

Wolf, C.

Chicago State University
Sandia

Dialogical Approach to Pre-service Teacher Agency: Building Relationships

A critical and professional standards-based approach to the development of reading educators for elementary and secondary level settings is to engage pre-service teachers in critical conversations with experienced teachers. The development of these conversations enhances the novice teacher's self-perception of agency. As such, this paper presents five years of data related to the quality of the mentorship that experienced teachers willingly provide to entry-level teachers. Three levels of qualitative data were analyzed for the study. First, using a set of state board of education objective statements for reading teachers, pre-service teachers generated interview protocols. Next, the protocols were applied during semi-structured interviews of experienced teachers of reading. Third, the teacher candidates used metacognitive analysis to measure their own professional growth and development of teacher agency comparing interview results to their own individual knowledge constructs. The significant impact of the study is its support of the requisite mentoring relationships between field-based teacher supervisors and pre-service teacher candidates. Eliciting mid-program professional conversations enhances the building of relationships between novice and expert teachers during a teacher education program of study. Often, these early relationships lend to the success candidates have during student teaching as well as during their early career years. Unsuccessful candidates and entry-level teachers often have not effectively developed such dialogical, supportive, and mentor-mentee relationships. Consequently, they may become overwhelmed and isolated in professional school settings. This paper will address these issues and recommend next steps toward the development of agency for teacher candidates and early career teachers.

Antolini, A.

Bowdoin College
Fiesta A

Creating a Mentor Model for an Orchestra

In the past four seasons we have had excellent success with an orchestra formed in collaboration with local string teachers. The Mozart Mentors Orchestra uses professional string teachers here in Maine as principals in the orchestra and mentors. They choose their most talented students (mentees) to play alongside them in an ensemble that numbers approximately 24 players. Other instrumentalists are hired as required by the orchestration. The students learn to play outside the usual chamber music repertoire, and develop skills needed in accompanying singers. (None of this is part of a young string student's regular curriculum.) For the conductor, the experience of working with string players over an extended period of time adds considerably to the preparation of a concert. Our choruses have more rehearsal time with the Mozart Mentors Orchestra than they did with hired orchestras with rehearsals just before a performance. Our youngest violinist started at age twelve. Most of the players are teenagers. The orchestra accompanies the Bowdoin College Chorus and Down East Singers, a community chorus based in Rockport, Maine. These ensembles have had a very positive experience in singing with "their own" orchestra. Audience size has increased because of the attraction of the young players and the audience they attract. The cost has been lower than the previous arrangement with hired professionals playing all parts. My presentation to the conference would outline the history of this organization, its plans for the future and be illustrated with photographs and recordings of performances.

Dinallo-Moya Garcia, A. & Allison, G.

University of New Mexico
Fiesta B

Excavating the Continuum of Mentorship and Diversity within Supplement Instruction

The Supplemental Instruction (SI) model was originally created at the University of Missouri, Kansas City (UMKC) in 1973. It was introduced as part of a solution to high attrition rates in the minority student population after open admission policies took hold in the 1960s and 70s. Open admissions played a large role in the influx of traditionally underrepresented groups into higher education. While many of those students showed great promise, they often arrived disadvantaged by their academic background. The SI model focuses on peer mentoring, and student lead initiatives that focus specifically on increasing retention within historically difficult courses, improving student grades, and increasing the graduation rates of students in the health sciences. SI retains students by creating an informal non-traditional environment for students to collaborate. SI has been implemented at over 400 universities and campuses, and the SI Program at the University of New Mexico's (UNM) learning assistance center, the Center for Academic Program Support (CAPS), provides a holistic medium that actively engages a broad band of diverse student learners. Since 2005, SI has drawn in UNM students for weekly SI sessions, which include informal review sessions in which students implement collaborative learning techniques (i.e., compare notes, discuss readings, develop learning strategies, review course content). Student users who attend SI consistently get higher grades in the class than those who do not attend cite (Moore, 2012). This paper will provide readers with an understanding of mentorship within the SI model and its role in creating diverse learning environments.

Warren, N.

University of Southern California
Amigo

The Bottom Line: An Exploratory Study of Peer Mentoring among First Year Accounting Students

This paper examines the effectiveness of developmental relationships in peer mentoring on multicultural teams. Given changing demographics and the importance of collaboration in accounting, the study sought to introduce students assembled on multicultural teams to non-traditional mentoring to help them develop essential skills and improve their academic performance. Undergraduate students jointly enrolled in a first-year accounting course and a companion communication course in a top accounting program at a private university were assigned to multicultural teams and tasked with researching and analyzing a case study and presenting their findings and recommendations to an audience of professional accountants. The communication course instructor created teams and the case study was assigned by the accounting course instructor. After teams progressed through three of Tuckman's (1965) four stages of team development (forming, storming, and norming), mentor-

mentee relationships evolved informally and were eventually evaluated in the fourth stage (performing). Theories of social learning (Bandura, 2001), culture, and communication contribute to the study's theoretical perspective. Because social interaction is integral to learning, both sociocultural (Vygotsky) and situated learning (Lave & Wenger, 1990) theory is also foundational to the study. From a social learning perspective, the study theorized that students could learn from observing and modeling the behavior of others; hence, the opportunities for developmental relationships. This qualitative study includes an evaluation of the mentors and mentees' perceptions of the influence of culture and their respective communication behaviors on their developmental relationships.

Merriweather, L.

University of North Carolina, Charlotte
Alumni

I Am Cause You Are, You Are Cause I Am: Mentoring Black Doctoral Students

Persistence in doctoral programs is problematic across all racial groups, gender groups, and academic majors in spite of the fact that the average student admitted to a doctoral program is highly accomplished. This suggests intellect and ability are rarely viable factors in understanding what increases or decreases the probability of persistence. Though this problem is universal in nature, some groups, such as African Americans, are disproportionately found to be non-persisters. While numerous factors may explain why, one factor often differentiates African American students, in particular from others: mentoring. Mentoring is consistently cited as a primary factor that impacts the doctoral experience. Unfortunately, African American students are less likely to have a mentor or perceive their mentorships as effective as their collegiate counterparts. Many aspects of this mentoring experience have been explored but few have considered how Africentric principles could shape and guide such experiences. This paper specifically links mentoring to the Africentric concepts of communalism and Ubuntu. It argues through evidence-based research that both are key factors in developing effective mentorships that can promote African American student doctoral persistence. It offers "othermothering" as a rhetorical guide to developing more effective, culturally responsive faculty mentors.

WEDNESDAY, OCTOBER 30

CONCURRENT PRESENTATIONS

9:00 - 9:45 AM

Weinberger, S.

Mentor Consulting Group
Lobo A

Impact and Effectiveness of Mentoring for Native American Youth

Formal mentoring programs are relatively new in Native American communities. During the last decade funding has been made available from several federal agencies in the United States to design and implement mentoring programs in Indian country. This paper examines the core components of these programs based on the quality assurance standards of mentoring, and compares and contrasts them with the design of mentoring programs in general. It also looks at the differences between Western and Native American viewpoints on mentoring. While youth mentoring has positively affected the lives of young people throughout the world, improving their self-esteem, attitudes, desire to stay in school and avoidance of risky behavior, the question remains whether mentoring can have the same results for Native American youth. Early findings from a three year federal project are reported regarding impact and effectiveness of mentoring for Native American youth engaged in mentoring programs. Recommendations for future research to determine program effectiveness for such initiatives is discussed.

Moore, N.J.

Appalachian State University
Lobo B

Developmental Relationships & Communication: More Than a Symbiotic Relationship

Developmental Relationships are dependent on good communication skills, and good mentors need to understand the necessary skills for fostering good communication relationships as well as building good mentoring relationships. Nonverbal communication combined with verbal communication skills lay the ground work for relationship building. This paper is designed to identify some theories of communication that apply to the mentoring relationship, theories that help mentors understand how to naturally build relationships, and communication theories that might apply to mentoring relationships. Interpersonal communication relationship building skills will be covered, combined with general communication skills necessary to build positive mentoring relationships.

Stalter, A.

Wright State University
Santa Ana A

Red Cross Nurse Network: Pairing Leaders to Grow Volunteer Capacity

This leadership development program is designed for American Red Cross nurse leaders serving regional, state, division and corporate business lines. The program's goal is to internally seed competent nurse leaders who represent diversity of ethnicity, a wide variety of experiences and characterize a broad array of institutions/organizations. American Red Cross leadership structure is hierarchically categorized according to experiential abilities to positively impact community health and resilience. The Leader Development Model guides program outcomes. Where serving, learning and leading are primary constructs, the model uses serving to mediate

learning and leading. The contextual aspect of serving is the environment where serving occurs. Self-assessment of growth across Benner's Novice to Expert categories and the American Organization of Nurse Executives (AONE) Nurse Executive Competencies is measured by a Leadership Development Inventory (LDI). The LDI measures subcategories of the three constructs. Using the LDI, nurse leader identify personal leadership deficits and strengths, then pair with other Red Cross leaders to improve competencies. This program expands beyond other nurse mentor programs because it uses self-choice in pairing and other programs force pair choices by availability. The goal-oriented program builds capacity of future Red Cross nurse leader workforce and cultivates nurses according to internal service motives while achieving a professional nurse network culture geared toward successful recruitment/retention of expert nurses.

Hughes, M. & McCartney, H.

James Madison University
Santa Ana B

Building Relationships within Extended Field Placements in Elementary Education

The purpose of this study was to investigate the perceived benefits of and drawbacks to having elementary education teacher candidates remain with their cooperating teacher for both a 16-week practicum field experience and the first eight-week block of student teaching. Our question was how cooperating teachers and teacher candidates would view such a change. Historically, teacher candidates had been placed for a semester long practicum field with one teacher and moved to another teacher for student teaching. The study was implemented to provide data with which to make decisions about the structure of field placements in the elementary education program. Data were collected from observations, focus group interviews and surveys. While establishing the developmental relationships present in dyads of cooperating teachers and teacher candidates was not the intent of the study, one strong theme that emerged was the importance of relationships between teacher candidates and cooperating teachers. When data were analyzed through the lens of Rock and Garavan's Developmental Relationships Typology (2006), it was evident that both cooperating teachers exhibited characteristics of Sponsor of Development and Organizational Navigator; teacher candidates fit primarily the learner characteristics identified in the role of Sponsor of Development. The results of this study are prompting further systematic investigation into the developmental relationships that arise within the cooperating teacher-teacher candidate dyad.

Hays, L.

Embry-Riddle Aeronautical University
Acoma A

Generational Mentoring for Success

This paper discusses the importance of organizational knowledge and how generational characteristics can impede or foster effective job mentoring efforts. Today, there are often multiple generations within the organization's workforce and, through an appreciation of these age based differences, mentoring programs can be developed that lead to complementary development for all parties in that relationship. The losses of job know how as older workers exit the organization becomes a critical talent management issue. The author discusses certain generational opportunities for matching individuals which could prove effective in a variety of organizations, most particularly in the manufacturing and technological sectors. The paper concludes with a number of practical suggestions for organizations that pursue developmental relationships structured to preserve knowledge within its human capital.

Bickel, A.

University of Central Florida
Acoma B

Early Involvement in Research: Developing Graduate Students as Research Mentors

The Learning Environment and Academic Research Network (LEARN) is a STEM living-learning community established in 2011 at a large research university. LEARN provides early research experiences and layered mentoring by undergraduates, graduate students, faculty, and staff within a small learning environment. While each factor plays a role in the program's success, what makes this program unique is the formal involvement of graduate students as research mentors (i.e., not faculty). Each year, twenty graduate mentors guide LEARN participants through a 12-week apprenticeship that exposes them to discipline-specific research and professional socialization. Prior to the start of the apprenticeship, training for the graduate students addresses fostering mentoring relationships, facilitating critical thinking, and handling challenges. To assess the training, a pre-posttest is given to the graduate students. Significant gains were shown in understanding mentoring benefits, information-fluency skills, and ways to foster critical thinking. Furthermore, focus groups with the LEARN participants have shown the mentoring to be a valuable asset to the students; however, some students reported difficulties with their mentors. To combat this, improvement in the training has been a goal of the program as it has developed. Early signs of overall program success include higher retention rates and GPAs of LEARN participants when compared to a matched control. Future plans include expanding the assessment of the graduate mentors to include both focus groups and a survey that will elicit best practices and outcomes of mentorship.

Philippart, N.

Wayne State University
Mirage/Thunderbird

Global e-Mentoring: Overcoming Virtual Distance for an Effective Mentorship

Mentoring can enhance an employee's career development and advancement but the traditional model of mentoring has become less relevant because of globalization, increased employee mobility and technology-enabled work. A new mentoring model enabled by technology has emerged to meet the needs of today's complex, fast changing, global workplace. Although e-mentoring has several advantages over traditional mentoring, the absence of regular face-to-face interactions requires different strategies to develop an effective mentoring relationship. Moreover, additional complexities arise when this virtual mentoring is global. This paper uses data obtained from three sources, participant observation, pilot study and extant research, to propose a theoretical model that examines factors responsible for creating a "psychological separation" in global e-mentoring relationships that are hypothesized to impact mentorship effectiveness. The framework for this model is adapted

from Sobel Lojeski's (2006) virtual distance concept augmented with a new construct, cultural intelligence (Van Dyne et al., 2012) that more thoroughly explores the cross-cultural aspect of the mentorships. A quantitative study is currently being fielded with global mentors and mentees to determine the impact of virtual distance on mentorship effectiveness and test the hypotheses that an effective matching process, mentorship goal clarity, structure and support mechanisms and access to and comfort using technology will mitigate virtual distance. Preliminary findings will be presented during conference. This work makes an important contribution to the literature beyond the application to e-mentoring since one-on-one virtual collaboration is an essential competency for effective global leadership.

Carr, T.

Eastern New Mexico University
Spirit Trailblazer

How to Succeed at Your First University Position: Daily Advice for the Young Music Professional

College and university D.M.A. or Ph.D graduates far outnumber the available college and university music vacancies posted each year. Whether one is a newly-graduated professional, or a junior faculty member seeking tenure and promotion in the next several years, it can help to have a behind-the-scenes look of important do's and don'ts from a senior faculty member having had many years of experience on both search committees and promotion and tenure committees. Topics covered will include transitioning from doctoral student to first-year University professor, creating syllabi, academic and professional challenges, mentoring, social media and technology, and creating one's retention and promotion file. The presentation will end with a question and answer session from the audience.

Neely, A. & Pate, E.

University of Texas, San Antonio
Scholars

Examining Mentoring Case Narratives

This paper presents an explanation of mentoring case narratives, excerpts of case narratives, use of a structured protocol, and critical aspects of mentoring. Mentoring is contextually bound, with a variety of participants, settings, issues, needs, and time constraints, etc. An effective tool in capturing mentoring contexts is the case narrative. Case narratives are defined as stories in which dilemmas are described that characterize a mentoring context grounded in actual experiences or events. We recommend the construction of case narratives as a reflective strategy across the disciplines for use in mentoring. Mentoring is complex, often ambiguous, and yet, directly affects each of us. While there are numerous definitions of mentoring, it is defined in this paper as "having two or more individuals willingly form a mutually respectful, trusting relationship focused on goals that foster the potential of the mentee, while considering the needs of the mentor and the context in which they must function" (Kochan, 2002). This paper was written by five doctoral students and their professor in a graduate level course focused on mentoring. In the course, we purposively chose to engage in individual and collective inquiry about the practice of mentoring. Using an interdisciplinary perspective, we reviewed the literature, discussed personal mentoring experiences, wrote mentoring case narratives, and engaged in critical discussion. This paper presents an explanation of mentoring case narratives, excerpts of case narratives, use of a structured protocol, and concludes with what we collectively learned about mentoring.

Hussey, L. & Campbell-Meier, J.

Simmons College & University of Alabama
Luminaria

Professional Mentorship and the Recruitment of MLIS students

Students choose graduate programs for a variety of reasons, many students have a mentor to help guide or focus interest in a program or specialization. This is particularly important for masters programs in library and information science, an interdisciplinary degree that combines theoretical and practical components to educate information professionals for work in a technologically oriented and knowledge-based society. Surveys of MLIS students at the University of Alabama and Simmons College were administered in 2013, with 343 responses. More than 50% of respondents had a mentor, however, more than 70% of students worked in an LIS environment prior to entering a program, which implies that either staff are not mentoring student workers or that the students do perceive their interactions with fellow staff as mentoring. Hence, it begs the question: Who are LIS student mentors? Are they colleagues, supervisors or library leaders? Do they hold traditional LIS position titles? Does the type of library environment make a difference in perceived mentorship? How does this mentoring relationship influence students' career choices and expectations? This paper examines the job titles of the mentors identified by students, the environments in which the students have worked and their identification with LIS. Identifying current mentors may help to identify how this relationship impacts the recruitment of MLIS students.

Gray, S.

Washington State University Extension, Lewis County
Isleta

It Takes A Community: On-time Graduation for At-Risk Students

Growing Places Farm (GPF) is a federally grant funded program that provides at-risk youth an opportunity to learn aspects of growing produce to help feed themselves, their community (via the food bank system) and also the opportunity to earn dual credits to assist in their efforts to graduate on time. Early in 2010, a committee consisting of WSU Lewis County Extension, Centralia High School, GPF and the Centralia College met to design a collaborative program that offers college coursework that could provide students engaged in the GPF program an introduction to college level coursework as a complimentary academic program while receiving practical hands-on work skill training. The students are offered an opportunity to 1) attend a college level class, 2) receive college level credits and high school credits to achieve eligibility to graduate on time from high school, and 3) directly use the in-class skills that they learned to applied experience. Centralia College and local high schools provide the credits, WSU Extension delivers the late spring/early summer session of a 10-week college level course in entrepreneurship; in a non-traditional manner with traditional expectations for success, and GPF enrolls their program students. It is a full circle approach with the added plus of earning both college and high school credits (Mike Hubert, 2013) for on time graduation.

Mason, P. & Kelly, J.

Molloy College
Sandia

A Tug of War: The Challenges of Mentoring Doctoral Students

A wealth of academic research foci on the need to mentor high school and undergraduate traditional age students, but what about the doctoral student? There is a scarce amount of research on the relationship between doctoral candidates and their committees. Much too often there is an assumption that the doctoral mentoring process simply evolves solely around their academic research. Our paper will reveal that the mentoring partnerships with doctoral students who have professional expertise and accomplishments often challenge many of the general expectations, goals and opportunities. Despite deadlines, constant emails, face-to-face meetings, and messages of affirmation, students are unable to finish their program thus accepting ABD (all but dissertation) status. Our research examines the complexities and challenges of 3 students in a doctoral executive leadership program.

Curran, M.

University of Saint Joseph
Fiesta A

Personal Learning Networks (PLN) in Teacher Preparation Programs through Twitter

This paper describes research conducted over two semesters (fall 2011 and fall 2012) on teacher candidates' perspectives on using virtual mentors through Twitter to enhance elementary field experiences in an elementary science and social studies methods course. The research will yield qualitative data about teacher candidates' experiences using Twitter as a tool for professional development as a new teacher. The onset of social media and social networking sites has revolutionized how we connect, communicate, collaborate and learn in the 21st century. Teacher candidates come to our college campuses already programmed and networked with social media. Teacher preparation programs need to provide our teacher candidates ample opportunities to expand these social networks to include a personal learning network (PLN). The micro-blogging website Twitter has emerged as a tool for teacher professional development. Twitter allows educators with similar interests to connect, communicate, collaborate and learn as a PLN. Through Twitter, teacher candidates experience this type of learning and teaching from a global and networked perspective. Using hash tags (#) teacher candidates can connect with elementary teachers (#elemchat), as well as other new teachers (#ntchat) across the country and around the world; changes the traditional approach to teacher preparation and fully supports the 21st century learning expectation. As a result, our teacher candidates are connected and networked with other educators, new teachers and educational experts, in addition to the local field placements and colleagues in their licensure program courses.

Dantzler, J.

George Mason University
Fiesta B

Stop Beating the Dead Horse and Change Clinical Placement Policies and Procedures

Participants will learn step by step strategies utilized to change long standing placement procedures that no longer serve the purpose of increasing the quality, frequency and intensity of assessed quality clinical practices as support by The National Council for Accreditation of Teacher Education (NCATE) findings and other relevant research. Participants will learn the challenges that faced the field office team when trying to adhere to multiple school districts' rules and regulations on placement procedures within each school district. Participants will learn how the field office identified and selected a unified action group to develop a strategy for more creative configurations and time efficient placement procedures. This unified action group consisted of program faculty and school district personnel. The presentation will provide a step-by-step look into how and why the placement process was modified to meet quality and timely placements in diverse settings in order to provide more meaningful, interactive and engaging clinical practices for our teacher candidates. This paper is particularly relevant to those in large university settings that place interns across multiple school districts as well as those participants interested in crafting new efficient and effective placement configurations that are cost saving strategies and yet still maintain the quality of mentorship and research based best practices.

Kane, S. & Gaunty-Porter, D.

Vanguard University
Amigo

Two Female Faculty of Color Interpret the Complexities of a Mentor/Mentee Relationship: A Narrative

The authors' narrative examined their mentor/mentee relationship - two female faculty members of color (FOC): a Latina and an African American, teacher educators in a small, predominantly white private institution (PWI), located in the Southwest region of the United States. The literature suggests (Adams, 1992; Cota-Robles, 1996) mentoring is an important key to retention of faculty of color. Adams (1992) noted the need to develop a relationship beyond the "superficial level," which was also found in this study. Rausch, Ortiz, Douthitt, and Reed (1989) argue that a lack of mentoring relationships with senior faculty and networking opportunities are major factors in the attrition of women and FOC. Both women had extensive teaching and administrative experience in the K-12 sector, in bilingual and regular classrooms, and their efforts were to seek approaches to advance equity in education. They examined the varied ways in which race and ethnicity informed their work through this biographical study. By giving voice to their sociocultural and professional identifications, they acknowledged several complexities and limitations in navigating their lives as teacher educators. A reference to Moule's (2005) "invisible burden for faculty of color" provided the framework for which both women examined their sense of having to overcompensate to appear just as intelligent, valuable, and collegial, when compared to white peers. This point surfaced through hours of conversation and review of interactions with students and peers throughout the academy. Recommendations for further research in the implementation of a mentoring program for FOC are provided.

Rutherford, A.

University of Mississippi
Alumni

Meaningful Mentoring: A Source of Hope in Elementary Classrooms in the Mississippi Delta

The purpose of this paper is to highlight a multi-year mentoring partnership between teachers in a public elementary school in the impoverished Mississippi Delta and faculty members at the University of Mississippi. Features of this partnership, such as implementing job-embedded professional development, utilizing side-by-side collaboration, building rapport with all school employees to build a culture of literacy, and fostering relationships with resistant teachers, contributed to increased academic outcomes for students and improved attitudes and use of evidence-based instructional approaches among teachers. End-of-year state test scores and teacher surveys served as outcome measures. This information is intended to spur others to invest in mentoring partnerships between school districts and universities or colleges with the intention to empower teachers and cultivate future leaders.

10:00 - 10:45 AM

Lytle, A.

University of Arkansas, Little Rock
Lobo A

TAs and ITAs: Are We Mentoring Them Correctly?

Higher Education is notorious about assigning teaching assistants (TAs) and international teaching assistants (ITAs) classes without giving them the pedagogical tools necessary to be successful. It is assumed that TAs and ITAs will “know” how to teach, write syllabi with appropriate measurable objectives, construct tests/quizzes, evaluate outcomes, apply proper classroom management skills, and understand the various and intricate cultural concepts that are part of today’s classrooms. Elaine Justice (2012) asks in her address, “PCTL: Passing the Academic Torch: Mentoring Graduate Student Teachers”: Had you had any preparation for teaching? Did you feel prepared? What challenges did you face? TAs and ITAs are “thrown to the sharks,” as it were, and, expected to succeed. How can we have this expectation of these TAs and ITAs without first giving them the pedagogical tools necessary to be successful? It should be something that we reel against; yet, we continue to send new TAs and ITAs into the classrooms unprepared. The author describes a TA/ITA “Concept Class” where TAs/ITAs who are teaching can be successful instructors while learning appropriate pedagogy. This model is one that the author has successfully used, is adaptable to many situations, allows the TAs/ITAs to complete the class at any time by demonstrating the required skill sets, and is conducted during the same semester that the TAs/ITAs are teaching, thereby allowing them to put into practice what they are learning and fostering a mentorship environment with the teacher of the “Concept Class” and with their TA/ITA colleagues.

Kochan, F.

Auburn University
Lobo B

Delving into Cultural Aspects of Mentoring

Mentoring has become a worldwide phenomenon impacted by and impacting the varied cultures of the world. The context of mentoring includes the cultural mores of the individuals involved and the cultural aspects within the organization and society in which they are functioning. All individuals, organizations and societies have a specific culture within which many subcultures may reside. Thus, it is imperative that cultural aspects be considered when developing and implementing mentoring programs. Not doing so can lead to misunderstandings and conflicts. One of the difficulties in examining cultural elements within which a mentoring program is operating is not having a systematic method for doing so. The purpose of this presentation is to present a theoretical model of culture from which a conceptual framework has been built that can be used to conduct such a cultural analysis. The session will include a brief overview of the definitions and components of culture and research findings related to the relationship between mentoring and culture. The theoretical framework of culture as a construct across a continuum of change will be described along with an explanation of how to use this instrument in conducting a cultural analysis of one’s mentoring program. Participants will have the opportunity to discuss the process and how to apply it to their own mentoring program. in order to take actions that will aid in fostering its success.

Benfield, R.

East Texas Baptist University
Santa Ana A

Self-Management Applications for Facilitating Developmental Relationships

A cognitive behavior analysis approach to facilitating success in the areas of social skills acquisition and improvement on academic tasks is described. Specifically a model of consciousness was developed to facilitate self-management of behavior. The NZC (Neutral Zone of Consciousness) will be contrasted with the AZC (Analysis Zone of Consciousness) for purposes of facilitating developmental relationships via teaching the appropriateness of control and surrender in consciousness. Stand Back Awareness (SBA) as applied in self-management projects based on an applied cognitive behavior analysis methodology is used to illustrate the nature of the NZC. The content-focused Analysis Zone of Consciousness (AZC) is examined in detail from an applied behavior analysis perspective. A methodological framework of operational definitions, target behaviors, functional analysis, and metacognitive analysis of attention, thinking, and beliefs are exemplified as correlates of the AZC and are contrasted with the correlates of the NZC. Likewise, examples of activities correlated with the observer-focused NZC are examined including: mediation, meditation, the fake-it-till-you-make-it technique and the Quaker concept of transforming power as applied in violence reduction/prevention role plays and other experiential activities. NZC correlates of mystical experience are also examined with emphasis on the reciprocal roles of practical metaphysical activities and mystical insight (inspiration and motivation). Stand Back Awareness (SBA) is illustrated as applying both the content-focused AZC and observer-focused NZC facilitating decreases in nonproductive anxiety and anger and increases in attending and concentration behaviors, memory, and academic tasks. General suggestions for facilitating the acquisition of self-management tools in developmental relationships will be summarized.

Letamendi, J.

Nova Southeastern University
Santa Ana B

Evaluating Mentor-Mentee Retention and Satisfaction: A Comparative 2-Year Study

In this study, the participants' retention and satisfaction from the formal experimental graduate peer mentorship program were observed. The inception of the program was funded with the Department of Education's PPOHA Title V grant and put into practice at the Oceanographic Center, a graduate school of about 200 masters and doctoral students. The Graduate Peer Mentorship Program is an instrumental extra and co-curricular component for the student body, particularly for those students from underrepresented groups. Data collected after the pilot year of the program are discussed, as well as some valuable lessons that were learned from both the mentors and mentees of the program. Thereafter, findings after the second year of the program are illustrated. Surprisingly, after implementing some instrumental changes after the first year, there was a significant improvement in satisfaction of the mentors involved in the program. However, some of the mentees of the program did not show as much enthusiasm for the program during the second year. This paper will depict both years and will combine lessons learned after the second year, what changes are forthcoming in the third year of the program (2013-2014 academic school year), and explore information on why mentors and/or mentees may become withdrawn from a peer mentorship relationship as they move through the academic school year.

Gibson, L.A. & Sodeman, W.A.

Hawaii Pacific University
Acoma A

The Dark Side of Mentoring: Does Power Differential Evoke Negative Experiences?

Past research has focused on the positive aspects of developing subordinates through mentorship within many types of organizations. In fact, those new to the field of mentoring may be under the impression that all developmental relationships have positive effects for both mentors and protégés (Eby, McManus, Simon, & Russell, 2000). However, an emerging body of literature calls for scholars to investigate the taboo side of developmental dyadic relationships: negative mentoring experiences. Consequences of such episodes can include protégé incivility targeted at the mentor (Ghosh, Dierkes, & Falletta, 2011), bad attitudes (Eby, Butts, Durley, & Ragins, 2010) and abuse (Eby & Allen, 2002). To provide a deeper understanding of negative mentoring experiences, we look to the balance of power within dyadic relationships. While some suggest that social power bases (French & Raven, 1959) play a major role in this type of relationship, many note that the inherent nature of a mentor/protégé relationship contains an unbalanced power differential. This unbalance is partly due to the protégé's social dependency on the mentor for many needs, including both career and socially related necessities (Elmes & Smith, 2006). This research seeks to explore the power differential within dyadic mentoring relationships and its possible result of negative mentoring experiences. In particular, we focus on interpreting prior literature on social power. By gaining more insight of how social power can drive the direction of a mentoring relationship in either a positive or negative direction, organizational scholars and practitioners alike can address the consequences of unbalanced power as well as social power bases. This research is particularly important in addressing the impact that negative mentoring experiences can have on organizational success, a protégé's individual work goals, as well as the effectiveness of these relationships within organizations.

Schultz, J.

Amberton University
Acoma B

Covenant, Empowerment, and Developmental Relationships

At its heart, mentoring requires sincerity and depth in relationships, and indeed integrity. It also requires a commitment from the organization to empower both the mentor and the mentee with the necessary time and space to implement personal growth and development. So while mentoring may first and foremost be based on a highly interpersonal component, any organization that would seek to implement mentoring must in turn ensure that not only is its stated mission-statement friendly to mentoring, but also its organizational structure, processes, and leadership practices; in other words, the spirit behind mentoring must be institutionalized in the very organization itself. This of course can be easier said than done. We propose a covenantal model for ensuring that such is the case. Covenant is a deeply historical idea and practice, and indeed a deeply human one, and at its core, is based upon the notion of empowerment. Empowerment in turn is a key aspect in the mentoring relationship. Further, a covenantal relationship engenders best practices in terms of leadership behaviors, organizational structure, processes, and even culture. Thus our paper would seek to do the following: explore the importance of empowerment in mentoring relationships; explain the link between empowerment as seen in mentoring relationships and as defined by the literature for leadership and organizational best practices; and, explain how a covenantal approach to organizational behavior and leadership engenders and "institutionalizes" the practices of empowerment that are so helpful to true mentoring relationships.

Kokol, M.

Touro College
Mirage/Thunderbird

Teacher Mentoring: The Need for Support from School Administration

Through a narrative approach, the author begins with what we have come to in our post-NCLB school life without serious attention to the mentoring of teachers. Reviewing the primary monographs in related fields across his 30+ years as a teacher and teacher educator, this presentation seeks to press the connection between the work of adult relationships in the school building and the work of building our society as we seek to include not only training for a global economy but also educating for a global citizenry. This presentation seeks to examine the non-quantifiable work of mentoring for the purpose not only of retaining the novice teacher, but also of demonstrating to the students that the teaching/learning process must never devolve into the "Shell-answer man" approach for teaching, as well as the "empty-vessel" approach to learning that American public education worked so hard for so long to replace. The implications to restoring the balance between the needs of measurable achievement and the desires of wanted relationship remind us that there will be "ripple effects upon the lives of students far beyond their test scores, far past their graduations, far into the world of their adulthood. Successful mentoring of teachers is nothing less than the lynchpin for a successful community. Come join one has been guided by observing his vastly different communities across a lifespan, by acquiring effective insights for upgrading his and others' practice and by seeking wisdom as his primary research tools.

Gut, D. & Beam, P.

Ohio University
Spirit/Trailblazer

Contextual Differences in Mentoring: A Developmental Journey

Becoming an effective teacher happens in stages, and is incumbent on a developmental continuum of experiences that include modeling, guided practice, co-teaching, feedback and multiple iterations that swing between explicit and implicit guidance by a mentor. This developmental continuum ranges from the early field candidate who is focused on mastering discrete skills to the entry year teacher practicing a more holistic approach to teaching. Mentoring literature, as well as the National Council for Accreditation of Teacher Education NCATE's (2010) Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, support the notion that field experience is the most critical component of a teacher education program and advocate for an increase in field experiences and more direct interaction with P-12 students. Mentors are required to make a myriad of decisions in the mentoring process when addressing candidate differences, dealing with curriculum and assessment, P-12 student characteristics, and their own mentoring style to support their preservice and first year teachers. The purpose of this presentation/paper is to share findings from research based on interviews with 18 mentor teachers that describe how curriculum, instruction, and strategies differ by context for each level of mentoring (i.e., preservice, student teaching, and induction/entry year) and to help participants/readers better understand how to provide differentiated strategies for mentoring at preservice, professional intern/student teaching, and induction/entry year levels.

Larson-Casselton, C., Ostrom-Blonigen, J. & Bornsen, S.

Concordia College, North Dakota State University & Minnesota State University, Moorhead
Scholars

Mentoring made it Happen: Or Did It?

At the 2012 Mentoring Institute conference, the authors presented a paper about four women who successfully helped each other navigate the academic challenges associated with a doctoral program and a multitude of life challenges typical of middle-aged women. A question arose at that time whether or not one's sex made a difference. This paper pilots a study examining the mentors that middle aged men turned to as they navigated their doctoral programs. Through an online pilot survey, three men explored how each, with the help of others, navigated their doctoral program. Once again, employing social support theory, the authors reveal whether the social support others offered to the men throughout their doctoral pursuit contributed to their individual success. Additionally, the men were asked to discuss whether their mentoring interactions contributed to the positive outcome of each obtaining a doctorate degree and to provide examples of the support their mentors provided. These findings were then compared to the previous study (Larson-Casselton, Ostrom-Blonigen, Bornsen, & Erickson, 2012) to begin to draw some conclusions on the similarities and differences between the sexes and social support in mentoring situations. Additionally, comparisons were made in an effort to determine whether nontraditional mentoring, among similarly aged individuals of the same sex, might factor into the men's situations. What the combined studies revealed is that the men cited only formal mentoring relationships, while the majority of the mentoring relationships cited by the women were informal in nature. The authors believe these results warrant additional study.

Allard, S. & Aviles, F.

University of Tennessee
Luminaria

La SCALA Development of a Cross-Cultural Mentorship e-Toolkit

This paper discusses the mentoring component of La SCALA (Latino Scholars Cambio Leadership Academy) that supports Latino doctoral students in STEM-related information science studies. La SCALA is a joint effort of The University of Tennessee and the University of Arizona and is funded by the Institute of Museum and Library Services. Mentoring of graduate students by faculty members is essential to the students' academic and professional success. For minority students, this mentoring relationship is perhaps even more important (Hernandez 1994; Jackson & Simpson, 1994). Moreover, in today's environment in which faculty may work at several universities or institutions in different capacities throughout their career, multiple mentoring relationships are critical in order to expose protégés to various perspectives and research frameworks (de Janasz & Sullivan, 2004; Tenenbaum, Crosby, & Gliner, 2001). This paper discusses the knowledge and research base related to cross-cultural mentoring and mentorship challenges in STEM fields. We then describe the Cross-Cultural Mentorship e-Toolkit (CMe) that addresses three distinct stages of doctoral student persistence: (1) transition and adjustment; (2) attaining candidacy; (3) completion of the dissertation. The CMe content has six component areas which include guideposts such as bibliographies, web resources, and best practices for mentor/protégé activities; academic pathways for navigating a multicultural academic environment; career pathways which has materials to guide protégé career development; mentor models for mentor/protégé mentorship and a model for student peer mentorship; proposed paradigms for establishing mentoring networks and for cross-cultural mentoring; and assessment/evaluation tools for the mentoring process.

Dubin, A.

San Francisco State University
Isleta

Mentoring: Its Impact in Shaping Future Educational Leaders in Graduate Schools

"Mentor" is grounded in Greek mythology and defined as, "a wise or trusted counselor or teacher." Indeed, in the Odyssey, Mentor was an important figure entrusted with the education of Odysseus' son, Telemachus. It is also a term meaning someone who imparts wisdom to, and shares knowledge with, a less experienced colleague. Further definitions identify mentoring as encouraging people to manage their own learning in order for them to maximize their potential. And finally, the first recorded usage of "mentorship" can be found in a 1699 book entitled "Les Aventures de Telemaque, by the French writer Francois Fenelon. Mentoring was a specific design feature of "The Leadership Institute," a 2 year graduate program in Marin County, California, for teachers of diverse cultural and organizational backgrounds aspiring to

become educational leaders such as Vice-Principals, Principals and Superintendents. They were “mentored” by the Program Director and supported by adjunct faculty. The Institute was a cohort grouping; the entire “class” entered and commenced throughout the entire sequence of courses, ensemble. They also mentored themselves. They provided special support to each other, developing trust over time, coordinating academic activities and assignments and responding to various concerns while in the very process of formulating individual leadership capabilities. This depth of bonding created an enduring relationship component that couldn’t be realized by anyone who assumed a supervisory role in the Program (family systems paradigms, and socialization theory provided conceptual frameworks). This presentation will provide insights, field based research and developmentally appropriate relationship-building techniques for participants.

Kelley, L. & Chase, Y.

University of Alaska, Anchorage
Sandia

Identifying the Silent Victims: The Complex World of Trauma Informed Advising

The massacre at Virginia Tech brought another reality to university campuses: the need to train professionals to identify students who are victims of trauma and when possible, connect them with resources that can help reduce the possibility of a crisis. For universities that fail to recognize and respond to the early signs of crisis, the costs have been high. In 2012, a research project designed to both assess trauma awareness among advisors at the University of Alaska / Anchorage (UAA) and to introduce appropriate trauma informed training and advising skills into the UAA academic advising process was developed by faculty in the Department of Human Services. The project involved administering a survey instrument to a sample of UAA advisors and was designed to: a) identify their knowledge and awareness of trauma, b) obtain a self-assessment of their ability to recognize the signs of trauma in advisees and to provide “trauma informed advising”.

Simpson, S., Ruecker, T., Carrejo, D., Flores, B.C. & Gonzalez, H.

New Mexico Institute of Mining and Technology, University of New Mexico & University of Texas, El Paso
Fiesta A

Developing Graduate Writing Support at Three Hispanic Serving Institutions

Researchers in both graduate education and writing studies have raised concerns about the quality of graduate student education (Golde & Walker, 2006; Kamler & Thomson, 2006), echoing the Council of Graduate Schools’ call for increased graduate writing support as part of an effective mentoring program, particularly at the thesis or dissertation stage (Simpson, 2012; Starke-Meyerring, 2011). However, finding resources to facilitate such initiatives can be difficult in today’s economic climate. This paper draws from perspectives of faculty and program developers at three Hispanic-Serving Institutions (HSIs) in New Mexico and Texas who have leveraged a Department of Education Title V grant for graduate students to initiate graduate-level writing programs at their institutions. The authors share the challenges and successes they have encountered in arranging graduate peer mentoring, dissertation boot camps, and a STEM Communication Fellows program linking the university’s writing center with department-specific writing initiatives in science and engineering. They conclude with a discussion of how readers can initiate conversations on graduate writing support with stakeholders at their own institutions.

Gwathmey, J. & Wilcox, C.

Harvard Medical School & Georgetown University
Fiesta B

From Advisor to Mentor to Career Strategist: Developmental Relationships in a Changing World

Existing models of mentoring have been adopted to help mentees advance in academia or in research laboratories, publishing articles and books and getting grants as they seek promotions and success. These career paths are now more complicated as major universities create free massive online courses (MOOCs) and funding for research grants becomes harder to obtain. We discuss the mentor-mentee relationship from both sides, including qualities that mentees should seek in a mentor, and ways that mentors must customize their assistance to different types of students. We will discuss some measures for success in mentoring that have been developed to mentor minority and female physician/scientists. Finally we discuss how the changing environment will force mentors to move to lifetime career strategists, helping their mentees navigate a changing institutional and financial environment. In an era of financial austerity, how can mentors help their mentees seek financial security to continue their research? At the start of a period of great change in academia, how can we help our mentees to flourish?

Cooper, K. & Liebau, S.

Michigan Technological University
Amigo

The Role of the Short-Term Mentor

Michigan Technological University Wahtera Center for Student Success houses two programs that utilize short-term mentoring experiences for their students. The first is within their new student orientation. The second is a part of their ExSEL (Excelling the Student Experience in Learning) program, a student success and leadership development program. This paper will explore how each program identifies and selects their student mentors, and provides their training. How students are placed with their mentee or mentoring group will also be discussed. Program assessment data will be reviewed to discuss the impact of the experience. Michigan Tech’s new student orientation is a weeklong experience. Students are divided into teams by discipline and an Orientation Team Leader (OTL) leads each team, typically from the same major. The OTL serves as the group’s guide for the week, leading team meetings about various topics related to college adjustment and success, and generally serving as a role model, mentor and welcome ambassador for the week. Students often turn to their OTLs informally after orientation for mentoring and advice. The ExSEL program pairs each new participant with a peer mentor for a minimum of five weeks. Participating in the mentoring relationship is a graded portion of the required success skills course attached to the program. Students are paired with their mentors based on similar majors and are introduced at a large common activity in fall semester. This is followed-up with a weekly meeting for four weeks.

Morris, V. & Allen, L.

University of Memphis

Alumni

Developing Relationships between Teachers, Mentors and Principals

The purpose of this study was to determine the most valuable and most challenging aspects of an induction and mentoring program in four West Tennessee rural counties. A total of 165 teachers, mentors and principals responded to an online induction survey conducted by the New Teacher Center, Santa Cruz, that was designed to capture the extent to which respondents agreed with statements about their experiences and the degree to which the New Teacher Center program contributed to various aspects of their teacher growth and development. Across the four districts, in terms of demographics, teachers, mentors, and site administrators who responded to the surveys were mostly female and Caucasian. The analyses included a summary of respondent demographics, and an evaluation of responses to the open-ended survey questions for each available respondent group. All three respondent groups agreed that collaboration, communication, and support were the most valuable or effective aspects of the program. Teachers also noted the challenging teaching and learning conditions present in their school buildings that made it difficult to meet the achievement needs of their students.

11:00 - 11:10 AM

OPENING REMARKS

Dr. Chaouki Abdallah

Provost and Executive Vice-President, Academic Affairs

University of New Mexico

Ballroom C

11:10 AM - 12:00 PM

KEYNOTE ADDRESS

Dr. Lillian Eby

Professor of Psychology

University of Georgia

Ballroom C

Facilitating High Quality Mentoring Relationships: Evidence-based Recommendations

Mentoring relationships represent an important personal and professional development opportunity for youth, students, and employees alike. However, often mentoring programs and practices are implemented without careful consideration of the science of mentoring. This keynote address provides the most up-to-date evidence-based information on mentoring relationships by integrating hundreds of studies of mentoring in community, academic, and organizational contexts. This session is framed around three important questions: 1. Does mentoring really matter? 2. What factors increase the likelihood of high quality relationships? and 3. What kinds of outcomes can we expect from high quality mentoring relationships? Similarities and differences across community, academic, and organizational contexts are highlighted and a framework is offered to guide our thinking about creating high quality mentoring relationships. By using the science of mentoring to inform practice-based recommendations, practitioners will be better positioned to create high impact mentoring programs. By summarizing what we know (and don't know) about mentoring, academics will be better informed on where mentoring scholarship needs to head in the future.

1:00 - 1:45 PM

KEYNOTE ADDRESS

Dr. Beverly Irby

Editor, *Mentoring and Tutoring Journal*

Professor & Chair of the Educational Administration, Texas A&M University

Ballroom C

Developmental Relationships: A Critique of Two Decades of Published Research from the *Mentoring and Tutoring Journal*

The session will cover a decade of published literature on the topic of developmental relationships in mentoring. A critique of the types of literature on the topic and definitions of the topic, which have been published in the journal, *Mentoring and Tutoring*, will be addressed. Additionally, other related, published research will be reviewed and brought into the discussion related to the power of developmental relationships and the transformative confluence such relationships hold with mentoring. A research projection model established for publishing on the topic of developmental relationships in mentoring will be provided. The audience will have an opportunity to reflect on their own research in mentoring and developmental relationships and how each scholar or group of scholars might develop future directions and lines of research on the topic.

CONCURRENT PRESENTATIONS

2:00 - 2:45 PM

Willbur, J.

The Leadership Mentoring Institute
Lobo A

Creating and Sustaining the High Performance Mentoring Culture

The Leadership Mentoring Institute has successfully assisted in setting up and conducting mentoring programs in over 1000 schools and in several Fortune 500 organizations including S.C. Johnson, KPIT Cummins and The ServiceMaster Corporation. In addition, with Delta Management Group we have also set up executive mentoring practices in several large health care institutions and university medical centers. We have observed that there are cultures, or organizational personalities, that are more amenable to effective mentoring. They engage in specific practices and attract and develop certain types of leaders we call mentor leaders. In this paper we will define mentor leaders and also describe the types of cultures that attract and sustain mentors and mentoring programs. The research cited will be mainly from the organizational development field, using recent works such as Great by Choice using Stanford's research on effective organizations including SW Airlines and Intel, as well as research on neuroplasticity from the social sciences. Participants will be able to learn traits of effective mentor leaders, characteristics of mentor friendly high performance cultures, and ways they can translate these findings into settings beyond business or healthcare. We will also discuss ways to encourage mentors and mentoring in your current setting and how to go about making changes into a more mentor friendly, high performance culture. The paper will use both quantitative and qualitative research results as well as anecdotal observations from our over 30 years of mentoring experience.

Kochan, F., Dominguez, N., Searby, L., Anderson, C. & Hager, M.

Auburn University, University of New Mexico, Texas Tech University & Menlo College
Lobo B

Creating a Global Research Agenda on Mentoring

Mentoring is an integral part of improving lives and addressing inequities that lead to poverty, as well as underemployment, and other work and life difficulties. Although mentoring is a powerful tool in individual and societal development, mentoring research is not well developed. Research that does exist is often based on singular cases. Additionally, it is published in multiple journals and there is no comprehensive depository where one can find studies on the topic. Since 2010, individuals from numerous disciplines have met at the American Educational Research Association Annual Meeting to identify critical topics in mentoring and to establish a comprehensive research agenda around them. Five topics were identified: foundations, best practice, culture; policies and politics, and technology. A decision was made to create an online Global Research Network to engage researchers from around the world in research and writing projects. Since that time, presentations on this topic have been made at the International Mentoring Association Conference and participants were invited to join the network. An online community has been formed with over 100 members. Literature reviews have been conducted on the four of the topic areas. A leadership team has been formed and a plan for action has been created. This session will inform participants about the outcomes of the literature reviews, and future goals and how they can become involved in this endeavor. The following outlines present overviews of the primary findings for each of these topics.

Gray, W.

Mentoring Solutions
Santa Ana A

Create a Pipeline (Youth-Undergrads-Professionals) in STEAM

This presentation describes Best Practices discovered via R&D done over 16 semesters on how Mentor-Assisted Enrichment Projects [MAEPs] create a Pipeline of Youth-Undergrads-Professionals in Science, Technology, Engineering, Arts, Math (STEAM). The presenter hopes to attract collaborators for multi-year projects that will become prototypes for implementation elsewhere. Why? Nearly all of the initiatives and research on enhancing STEAM Education has focused on just one or two challenges, such as: getting youth interested in STEAM subjects (mainly science and math); transforming undergraduate education; utilizing busy STEAM professionals as mentors. Each challenge is important because there is a shortage of persons in each group. My approach 1) links all three groups to create a STEAM Pipeline of Youth, who become STEAM Majors, who become competent STEAM Professionals, 2) combines formal and informal learning, 3) connects "learning about" STEAM with "learning how" it is being applied.

Lunsford, L.G. & Thomas, J.D.

University of Arizona, South
Santa Ana B

Throw the Lifeline: Reducing Sink or Swim Attitudes in Mentoring Doctoral Students

Mentoring is a voluntary relationship and research suggests that successful individuals develop networks of supportive individuals, known as developers. Furthermore, even good relationships may sometimes display dysfunctional behaviors. Therefore it is important to recognize and avoid a downward spiral in mentoring relationships. Thus, it is important to know what behaviors characterize successful relationships and how to promote mentoring dyads to engage in those behaviors. This paper advances theory on building high quality mentoring relationships by identifying and describing a Sink or Swim mentoring approach that is used by some faculty members. We do not advocate this approach but rather seek to identify its presence as a step towards advocating better support for high quality mentoring relationships in higher education. The Sink or Swim Mentoring model is grounded in an ecological systems framework. Pilot data from a qualitative study is presented to support the model. The paper concludes with ideas on how to recognize and avoid Sink or Swim models of mentoring and thus engage in high quality relationships.

Rosegrant Alvarez, A. & Lazzari, M.

Wayne State University & University of Washington, Tacoma
Acoma A

The Application of Relational Cultural Theory to Mentoring of Feminist Academics

Drawing upon the Stone Center Relational Cultural Theory, presenters will explore the significance and power of mentoring episodes in sustaining and enriching feminist social work educators. Social work educators who identify as feminists often find themselves feeling isolated in the academy and longing for connection (Logan & Finn, 2011). The need for mentoring relationships for women in academia, in particular, has been voiced by scholars in a range of disciplines such as geography, counseling psychology, and social work (Moss et al., 1999; Rayle et al., 2006; Wilson, Valentine, & Pereira, 2002). Relational Cultural Theory (RCT), developed in the 1970s, is basically a theory of human development that emphasizes the perspective that individuals grow in relationship with one another and that both parties benefit (Jordan, Kaplan, Miller, Stiver, & Surrey, 1991; Miller, 2004). RCT has expanded and can be applied to all human interactions, with cultural contexts being a necessary consideration in understanding these connections. Applying the lens of RCT to mentoring interactions highlights the benefits of such relationships to both parties. These encounters may be serendipitous and unexpected and are not always understood or appreciated in the moment. Over time and upon reflection, however, these episodic encounters may provide a “safety net” for those involved. It is important to articulate clearly not only the benefits of relational mentoring episodes but also the components of such relationships, so that this information can be shared and used to mentor both faculty colleagues and students who need support within the academy.

Woods, K.

University of Texas MD Anderson Cancer Center
Acoma B

Mentoring by Design: Soft Skills for Bioengineering and Biophysics Graduate Students

Doctoral students seeking successful careers in translational research must be able to design and execute hypothesis-driven research that will improve health outcomes, function as members of collaborative multidisciplinary biomedical teams, and understand the culture and political landscape of the academic health science center in the context of a broader health care climate. Bioengineering and biophysics students in competitive doctoral research programs naturally use their strong quantitative abilities to excel in the hard skills of laboratory research, computation, systems design, and technology. However, these students often lack experience with culture, communication, and the practice of bedside medicine. To address these shortcomings, we developed a mentoring program that is conducted by senior biomedical faculty and administrators and implemented in yearly phases during doctoral students’ studies. Program aims include promoting and instilling communication skills, biomedical ethics, professionalism, altruism, and accountability. Mentoring activities include didactic teaching, online learning, clinical shadowing, and multidisciplinary patient planning conferences (year 1), student development and facilitation of problem-based patient cases (year 2), and individualized mentoring based on research problems and progress toward degree completion (years 3-5). Each phase includes formative and summative evaluations. In this unique mentoring program, “Med Into Grad: Translational Research in Cancer Diagnostics and Therapeutics,” traditional strategies of basic research training were deliberately flipped in that patient-centered approaches and soft skills are presented as foundational to optimal clinical care delivery and integral to translational research discovery. This collaborative program between Rice University and The University of Texas MD Anderson Cancer Center is funded by HHMI.

White, J., Musser, T. & Burkman, R.

Foundation For Family Life
Mirage/Thunderbird

Impact and Effectiveness of Developmental Relationships with Re-entering Individuals

MentorWorks offers inmates, ex-offenders, and addicts a mentoring relationship that is developed within group and individual settings prior to and following an offenders’ release from confinement. After release, the relationship continues during the transition back into society for approximately 1 year. Our pre-release mentoring (ideally 3 months prior to release) gives the mentee a chance to thoughtfully develop an initial Success Plan with guidance from his mentor. The Success Plan maps out a viable reentry path with key components of early reentry triumphs such as: safe, sober housing, developing employment skills, maintaining sobriety, and repairing or preparing for healthy relationships with family, friends, employers, and others. The mentor and mentee work together to identify services needed to effectively implement the Success Plan. At post-release, both formal and informal mentoring interactions help the mentee implement the Plan. An important component of our recovery work includes a fatherhood program that helps men explore ways to become responsible engaged fathers. The program is taught weekly inside the jail as well as outside in the MentorWorks’ sober-living homes. Weekly recovery meetings facilitate opportunities for mentees and mentors to interact informally, as a group, and encourages one-on-one mentoring after classes where matched mentee/mentor pairs can continue work on effective Success Plan implementation and subsequent adaptations, as needed. Video clips with mentee commentary regarding program impact will be provided. A “Second Chance Act Adult Mentoring Grant” from the Dept. of Justice has contributed to our program efforts.

Takamura, T.

Eastern Oregon University
Spirit/Trailblazer

Methodology: MBA Student Mentoring through Holistic Integration Enhances Degree Completion

Professional, educational, and technical disciplines use experiential learning instructional models to provide students with competencies necessary to pursue successful careers post-graduation (Baxter Magolda, 2001). Organizational influences through procedures and practices can facilitate or hinder enculturation according to Van Maanen and Barley (1982). Kegan (1982) and Bridges (1991) identify this process as a holding environment that provides both welcoming acknowledgement to exactly who the student is right now, just as they are, then initiates steps to foster the student’s psychological evolution. Initiating new proactive linkages between faculty and students through experiential learning orientation can facilitate student success when entering a formal higher education degree program thus ensuring elevating student-career completions by removing staid non-communicatory roadblocks. For most students this is the first opportunity of practiced mentoring. This

article reverses mentoring as more than just a tool for the trades; it is a lifelong character and whole person building block. The authors will demonstrate how properly mentoring one person transfigures the mentored into a responsible mentor of many. Mentorship, if applied properly, is the pebble dropped into the glass still pond. The ripples travelling outward are the result of responsible practical applications with others who then re-model mentoring lessons with others. Being a mentor is a life-changing gift. Sharing this gift with others is the first step for transformative learning.

Jensen, D. & Jensen, J.

California State University, Chico & Humboldt State University
Scholars

Collaborative Mentoring for Student Success

There are often significant differences between online and traditional campus students. These differences include things such as age, gender, work, academic and childcare commitments, commute distance, and previous computer experience (Dutton, J., Dutton, M., & Perry, J., 2009). As universities begin to offer a growing number of online degree programs it is important to consider the unique support needs of distance students. This paper will provide an overview of the development of a collaborative mentoring program for social work programs at two universities serving rural northern California. The mentoring program was designed to offer academic and professional support for students enrolled in CSU, Chico's (CSU, Chico) or Humboldt State University's (HSU) social work distributed learning programs. The mentoring program assists students in transitioning into their chosen educational program as well as developing tools for successful completion of the program. This includes navigating the academic setting, time management, negotiating academic and employment demands, and utilizing self-care strategies to facilitate personal and professional growth.

Wherley, V. & Samdperil, G.

Sacred Heart University
Luminaria

Experiential Learning: How to Create a Meaningful Relationship between the Institution, Student and Community Partner

Experiential learning, or learning outside-the-classroom, involves, but isn't limited to, internships, cooperative education placements, practicum experiences, clinical education, service learning, and hands-on laboratory activities (Cantor, 1995). The results of experiential learning span the educational gamut: facilitation of learning, reinforcement of skill technique, acquisition of professional behaviors, application of educational theories, elevation of student's confidence in both the affective and psychomotor domains, and promotion of student enthusiasm for learning (Sherer, Morris, & Graham, 2006). Implementing an experiential learning model into an academic program requires clearly defined objectives and assessment tools, preceptors committed to the learning process, adequate time for reflection, and the appropriate educational environment that allows for competencies to be obtained. It is imperative to establish a professional working relationship among: 1) the institution; 2) the preceptor; and 3) the student to achieve curricular goals (Burns, 2006). The institution serves as the conduit between the academic program, community partners, and student development. Preceptors foster "reflective practice" (Parker & Pitney, 2003, p. 46), to promote retention of knowledge and skills. The student-preceptor relationship fosters individual development, professional growth, and augments the traditional education experience. Finally, the use of outcomes based assessments within experiential learning allow preceptors to appraise student's level of competency, communicate student achievement or shortcomings and invite motivation and organization to the process (Scriber et al., 2010). By the end of the experience, students are able to model professional practice and decision-making that ultimately enhances the professional domain.

Allen, P. & Myrick, E.

Lee College
Isleta

Transformational Learning in a Correctional Environment

Since 1966, Lee College has been a dynamic force in correctional education. The mission of the Lee College Huntsville Center is to provide quality educational opportunities in a unique and challenging environment whereby TDCJ offenders may consider enrollment in a variety of academic and technical programs which attempt to promote enhanced learning leadership based on active and collaborative learning outcomes. During the past two years, the Huntsville Center has developed a mentoring program in conjunction with a new Instructional Technology Lab for the purpose of providing supplemental and specialized instruction in support of its academic and technical programs. The goal of the mentoring program is to train qualified peer tutors who provide instructional assistance to developmental students who must satisfy TSI testing criteria. Instructional Peer Tutors (IPTs) are former and current students who have a personal desire to assist other student offenders meet their educational goals. They provide a wide range of educational assistance in an effort to maximize college resources. While some colleges may define a small percentage of their student body as "at risk" students, the Huntsville Center serves a large number of student offenders who have been drop-outs, and delinquent youths, and have encountered a life of hard knocks including multiple arrests leading to a criminal conviction. According to major recidivism studies, offenders who completed two years of college have a 10% recidivism rate as compared to 60% for those receiving no additional education . . . a tremendous cost savings to the State of Texas and its taxpayers!

Vance, C., Vance, E. & Deutsch, J.

The College of New Rochelle, Fox & Bank LLP & Rocketship Discovery Prep
Sandia

Power Mentoring for the Novice in a Professional Career

The process of career socialization for professional success is widely documented in every professional field. While career developmental models may vary among professions, they all emphasize the need for support networks and mentor relationships throughout every career stage. In particular, the relationships and networks that occur in the novice stage--the first two to three years after formal education--are essential for positive career development. These developmental relationships serve as a springboard into career opportunities that have a lasting effect on career and personal success and satisfaction. When the importance of these relationships

is minimized, ignored, or neglected, career derailment, dissatisfaction, and burnout often follow. As career professionals journey through the novice stage, they are confronted with unique rewards, opportunities and challenges. Finding effective mentors and sponsors to shape one's emerging career is a major task for the novice. This paper will present anecdotal and empirical data from four professions--nursing, law, business, and education--that highlight the challenges, strategies, and successes encountered in the beginning stages of career socialization. The concept of "power mentoring" will be described as an approach to identify and attract a broad network of diverse developmental and support relationships. The elements of power mentoring for the novice will be described, as well as approaches to promote career success and satisfaction.

Gentry, R.

University of Mary Washington
Fiesta A

Electronic Mentoring: A Qualitative Examination

This descriptive study provides information about the participants in a new e-mentoring program for special educators. A 4-month pilot project (February through June) was conducted involving special education teachers (n=50), mentors (n=22), facilitators (n=5), and one university faculty member. This study sought to determine whether private paired discussions between a beginning special education teacher and a mentor in a computer-mediated environment is an effective avenue for co-construction of knowledge among teachers. Results indicate that special education mentors and mentees conversed about substantive issues during the pilot program. This study used the Interstate Teacher Assessment and Support Consortium (InTASC) standards to analyze online discourse between experienced and novice special educators. Goals of the Electronic Mentoring for Student Success (eMSS) program include meeting the immediate needs of beginning special educators while also improving content and pedagogical knowledge through reflection and collaboration. Through qualitative findings, this study revealed that mentees' immediate needs were met through acquiring resources, strategies, and ideas to enhance instruction and teach students with disabilities.

Trice, G.L. & Wiley, D.T.

Albany State University
Fiesta B

Mentoring, Coaching & Transition: Redefining At-Risk & Support Services

The prevalent concern with student retention, persistence and matriculation, particularly within the confines of Historically Black Colleges & Universities (HBCUs) has led many scholars to focus their attention on institutional and student vulnerability. The concept of vulnerability and the factors associated with being at-risk has a long, cyclical history for African Americans. The process of redefining at-risk involves a critical examination of access and opportunity. Once an institution has provided a student with the privilege of access it has the responsibility of creating an environment that is conducive for healthy, productive and reciprocal engagements. In order to meet the goals and objectives of a student retention mandate at Albany State University (ASU), the Girls Night In: Sistah 2 Sistah Program (GNI) was developed. GNI provides academic and life skills support for a vulnerable population of female students, who constitute a significant portion of the ASU constituency. Based on our fourteen years of GNI experiences, we suggest that effective engagements for vulnerable populations deemed at-risk be driven by authentic strategic communicative interactions. These communicative interactions (mentoring and coaching sessions) are developed in response to students' sociocultural locations. Coaching and mentoring has been noted as invaluable factors in academic and life success. Throughout the fourteen years of GNI experiences, we have found that affording African American female students opportunities to purposely reflect on their essence, experiences, and challenges has resulted in rewarding academic and personal benefits.

Morales, S.

Washington State University Extension
Amigo

Effectively Engaging Latino Urban Youth in 4-H Science Project

Hispanics were the fastest-growing group in the past decade in Washington State, and King County ranks second of 39 counties in ethnic diversity. A variety of factors, including the combination of high levels immigration and an immigrant birth-rate, partly explain the brisk growth and the impact that is often first seen in the classroom. Recognizing how critical it is to engage Latino youth, 4-H Youth Development has designed programs with the necessary tools to enhance communication with youth in order to provide them with the best chance to succeed in life. 4-H offers Latino students the opportunity to participate in programs, such as out-of-school enrichment, that meet the needs of urban youth. These programs not only support skills development but also help learning in the field of science, technology, engineering and mathematics (STEM). The STEM program contributes to the evidence of efficacy regarding out-of school enrichment programs and how they benefit urban youth involved in STEM projects.

Colalillo, G., Reilly, M. & Cupelli, L.

City University of New York & Queensborough Community College
Alumni

Integrating a Comprehensive Mentorship Program Across the Curriculum

Factors that influence student retention and success in a nursing program are diverse and complex. The academic rigor of the nursing curriculum and the need to maintain high standards to promote optimal patient safety and quality of care may hinder student success, particularly among those who come from underrepresented groups. Having adequate social support fostered through student-to-student partnerships is associated with higher retention rates among students. The importance of the mentoring process in nursing education for developing strategies to optimize learning, share experiences and reduce anxiety has been associated with enhanced rates of retention and progression. An added dimension is the need for effective socialization and for students to develop an understanding of their evolving professional

identity. A mentoring program can contribute to this socialization. The need for academic progression and seamless transition from the associate degree to the baccalaureate degree in order to meet the demands of nursing practice in the 21st century cannot be overemphasized. In an effort to improve graduation rates of students enrolled in the nursing program at this associate degree nursing program and provide a bridge for transition to the baccalaureate level and ultimately into the role of the profession, faculty saw a need to sustain mentoring strategies across the entire curriculum and tailor each strategy appropriately to the level of student development and need. The integration of a comprehensive mentorship program across the curriculum to include the role of a Student Success Advocate, the use of peer mentors and the implementation of social pedagogy will be discussed.

3:00 - 3:45 PM

Bowman, D.

International Mentoring Association
Lobo A

Mentoring Program Accreditation by the International Mentoring Association

The International Mentoring Association (IMA) provides accreditation of mentoring programs to identify and reward those programs that meet rigorous mentoring program standards based on years of research and practice in the field of mentoring. Accreditation confers recognition that the mentoring program is well designed, meets participant developmental and growth needs, and achieves the program's purposes. Presenters will address the benefits of IMA Mentoring Program Accreditation and the accreditation process. The session will cover the two accreditation levels, Gold and Silver, as well as each application component, required documentation, and application scoring. Thus, the purpose of this session is to provide program leaders the information and guidance they need to prepare quality applications.

Parks, S., Taylor, L. & Weik, J.

Providing Instruments for the Next Generation (PING)
Lobo B

PING!™ Mentor Model for Bringing Music Opportunities to Low-income Students

PING! (Providing Instruments for the Next Generation) loans musical instruments and provides music enrichment to over 160 low-income 4th – 12th grade students each year in Oak Park and River Forest, Illinois so they can experience the instrumental music programs in the community's public schools. The PING! Mentor Program serves about 40 6th – 8th grade PING! students each year and – in addition to loaning them an instrument - provides music instruction, friendship and a transition path to high school by pairing them with high school student musicians for bi-weekly, hour-long music lessons throughout the school year. In their bi-weekly sessions the mentors work with the middle school students on music lessons and rhythm exercises. Throughout the year they also engage the middle school students in activities at the high school, such as attending concerts. The program benefits both mentors and their mentees. The high school mentors collectively contribute over 900 hours annually, building skills, inspiring confidence, giving friendship and providing positive role models for their younger peers. Being a PING! high school mentor is a coveted role, and mentors not only enjoy their service, but feel they grow as musicians and leaders. Middle school teachers report that many of their PING! students are more engaged at school. The number of PING! students continuing with music into high school has quintupled in the last seven years and each year several PING! high school students become mentors themselves. This paper shares the steps and best practices to replicate this mentoring model.

Yoshikawa, M.

International Mentorship Association
Santa Ana A

A Multiple Intelligences Approach to the Mentoring Process

I would like to present a holistic and comprehensive Humanscape model for the development of a new type of Mentoring Studies being developed at the International Mentorship Association in Japan. The Humanscape model consists of five human intelligences, namely IQ (Head Intelligence), EQ (Emotional Intelligence), BQ (Body Intelligence), SQ (Synergizing Intelligence), and FQ (Field Intelligence). The SQ stands not only for synergy, but also for synthesis, symbiosis, symphony, synchronicity, and spirituality. This synergizing SQ being placed at the center of the Humanscape model, represents a sort of driving force which integrates all the multiple polarities such as yin and yang, self and others, mentor and mentee, body and mind, art and science, and Eastern perspectives and Western perspectives, etc. The SQ is presented in the form of the Moebius Ring as a connecting and integrative conceptual tool. I would like to apply the Humanscape model and the Moebius conceptual tool to a new type of mentoring program which is being implemented in Japan. In this presentation, a mentor is broadly defined as an individual who assists and supports a mentee to grow in a totally synergistic way by developing his or her five areas of human intelligences through the mentoring process. And the mentoring process is presented as a co-evolving process, in which both mentor and mentee are mutually evolving and impacting each other for mutual growth.

Austin, J. & Howlett, B.

Potential At Work & Pacific Northwest University of Health Sciences
Santa Ana B

Humility in Mentoring: A Model for Fostering Co-Creation of Knowledge

Mentoring, as a model for supporting professional growth and development and career advancement, has had varying degrees of success in a wide array of organizational and private contexts. However, its critics might argue that it is one-sided, with the mentor squarely placed in the role of expert who guides the mentee as learner from the mentor's platform of expertise and personal experience. While the benefits of such a model are well documented, there is reason to believe that neither the mentor

nor mentee is positioned to derive the full benefits of the relationship as it has been traditionally defined. Further, there is something quite remarkable that remains untapped in the traditional mentoring model. In this paper the traditional notion of mentoring is challenged, and a new model that showcases the mentoring relationship as a dynamic inter-developmental process that fosters the co-creation of knowledge is presented. Moving beyond the role of mentor as helper and guide and mentee as learner, the authors describe a powerful case study that illustrates the role of humility in re-defining the boundaries of mentoring to foster the co-creation of powerful transformative impact. Recent research in leadership humility and transformative learning is referenced, providing an evidence basis for the model that is presented. A checklist for action that can inform the design of more impactful mentoring relationships is offered.

Wyre, D. & Gaudet, C.

Indiana State University & University of Southern Mississippi
Acoma A

Mentoring McNair Scholars to Achieve Program Goals

Mentoring relationships serve to develop the knowledge, skills, and abilities of individuals. The Ronald E. McNair Postbaccalaureate Achievement Program (McNair Program), a federally funded program implemented at institutions of higher learning, utilizes mentoring to aid in the development and preparation of college students to prepare for graduate school. The overarching goal of the McNair Program is to increase the number of doctoral degrees earned by minorities and underrepresented groups. Through a variety of activities, the McNair Program exposes students to the rigor of graduate school and provides students an opportunity to develop personal and professional relationships with faculty members. This research serves as a foundational component to develop future tools and strategies (i.e. competency model for mentors, competency based training programs, etc.) to support the McNair Program. The current research examines the McNair Program's mentoring component. Specific focus is placed on faculty mentor competency and its impact on McNair student intent to attain a doctoral degree and awareness of graduate school. Cohen's Principles of Adult Mentoring Scale-Postsecondary Education Scale is utilized to assess McNair student perceived faculty mentor competency. Carrera's measures of effectiveness for the McNair Program's mentoring component are also used in this research. At the core of a successful mentoring experience is mentor competency. The study identifies faculty mentor competencies, as defined by Cohen, which impact McNair scholars' intent to attain a doctoral degree and their awareness of graduate school. Sequential multiple regression is the employed method of analysis for this study.

Carley, M.

Virginia Commonwealth University
Acoma B

Mentoring, Networking, and Leadership Development in Graduate Information Systems Education

The failure rate for newly appointed leaders is alarmingly high. According to a Harvard Business Review study, two out of every five new executives fail in the first 18 months (Charan, 2005). Some of the reasons for this include inability to handle internal politics, uncertainty about company expectations, and failure to build appropriate networks. Virginia Commonwealth University's "Fast Track" Executive Master of Science in Information Systems (FTEMS-IS) program combines an aggressive academic curriculum with practical industry insight, coaching, leadership development, mentoring, and numerous networking opportunities. This unique combination of elements helps our students understand the decision making process, how to develop effective communication strategies, and the powerful new role IS and IS leaders can play in an organization. The entire program – from concept to content development and delivery – has been done in direct collaboration with area IT executives, who also serve as mentors for our students. Students are paired one-on-one with a Chief Information Officer (CIO), with whom they meet once a month. Students and their mentors discuss career aspirations, and how best to achieve them; leadership challenges (both student and mentor) and how best to beat them; and general personal and professional development goals. Students have an opportunity to go beyond the program requirements and build deep, lasting relationships with their mentors. Our CIO mentors have mastered the business, technical, and leadership skills necessary to be outstanding IT leaders. They have agreed to share their time and experiences with our students to help them master these skills as well.

Reed-Hendon, C.

Oakland University
Mirage/Thunderbird

Medical School Preparation and Intrusive Mentoring in High School and College

Sanford (1966) was the one of the first theorists who saw student development in terms of environment interaction. He hypothesized when a student was ready to develop and has the appropriate amount of support, he or she can overcome a challenge that is equally proportional. If a student has too much support or fails to learn from the experience, he or she never knows the feeling of working to achieve the goal. Conversely, if the challenge is too great, and there is not adequate support, the stresses become too much and a person might give up, leading to discouragement and attrition. In Fall 2012, Oakland University William Beaumont School of Medicine forged a mentoring partnership with the Downtown Boxing Youth Program of Detroit, Michigan, with Sanford's developmental theory in mind. It was created to encourage engagement in science and mathematics while considering health sciences for future endeavors. Downtown Boxing draws on social, physical and competitive aspects of boxing to impact youth while focusing on physical training, academics and community service. Currently three program participants have expressed interest in health sciences. I assist them in the orientation and foundation phases of the relationship and demystify the college and professional school application processes and expectations of preparedness. Self-efficacy, self-worth and soft skills development have been the main areas of focus, with regular interactions in person and in technology-assisted meetings. As the first year ends, the main question about the program is whether the intrusive mentoring experience can translate to other mentoring programs.

Martinez, V.

Syracuse University
Spirit/Trailblazer

fullCIRCLE Mentoring: A Vehicle for Retention and Developmental Relationships at Syracuse University

Formal mentoring has become a widespread practice in public and private organizations (Dubois, Holloway, Valentine, & Cooper, 2002). Research suggests that a formal mentoring program will produce significantly higher levels of satisfaction within an organization (2002). However, not much research has been conducted on the collegiate mentoring experience (2002). The research that does exist suggests that mentoring on college campuses is connected to student satisfaction and overall retention (Stromei, 2000). The Office of Multicultural Affairs launched its largest of three mentoring programs - the fullCIRCLE Mentoring Program in 2012, which consisted of 264 participants. fullCIRCLE is a multilayered program designed to assist its participants in effectively adjusting to the different challenges of college life. With a mission to support the holistic development of students of color through intentional relationships with peers, faculty, staff, alumni and employers, we believe our program is effective in creating and sustaining developmental relationships. The program has the following learning outcomes: (1) to provide academic resources and connections outside the classroom, (2) to help students acclimate to Syracuse University, (3) to create intentional connections with faculty, staff, employers, and alumni, and (4) to successfully retain students through their four years at Syracuse University. Although fullCIRCLE is new, assessment of the program indicates that non-active fullCIRCLE students and non-mentored students report significantly lower school and social connectedness than their mentored peers. This paper will demonstrate through assessment data, theory and research the importance of intentional mentoring and best practices for developmental relationships on college campuses.

Weinstein, K.

Queens College
Scholars

The Queens College Graphic Design Internship Program: Program Design and Student Outcomes

This study describes a partnership between the graphic design program of Queens College, CUNY and a regional economic development intermediary. The program provides paid, credited and supervised internships in graphic design to juniors and seniors majoring in that field. The components of the program are described and data provided from the first three years of tracking the program's graduates including employment and further education. Queens College (QC), in an effort to expand internship opportunities and to strengthen the economic vitality of struggling communities in the New York City borough of Queens, initiated a partnership with Queens Economic Development Corporation (QEDC) in 2010 to provide design services to select start-up or struggling businesses. These businesses have demonstrated a readiness to begin promotion of their businesses and lack the resources or access to professional design services. Interns are paired with clients to develop branding and marketing materials over a semester-long internship based on the design studio model. Integrated into these activities are workshops, meetings and social events conducted by the internship faculty program's director (Kathryn Weinstein). These experiences provide a network of support and a bridge from academic studies to professional practice. The paper identifies several questions that should be examined in further research.

Conn, C.

Stephen F. Austin State University
Luminaria

The Birth of an Undergraduate Mentoring Program for Theatre

At Stephen F. Austin State University School of Theatre, new students (freshmen and junior college transfers) face the sudden impact of a production-heavy program in addition to the usual adjustments to college life. This appears to affect student success and retention adversely. Our Peer Mentoring Program was implemented to address some of the causes of confusion for students entering the program. In the spring of 2013, we launched a limited Peer Mentoring Council to offer guidance to second-semester students who chose to participate. We selected three approachable student mentors and assigned each of them six mentees. The mentors met with them at regular intervals throughout the semester to assist in disseminating information. The program produced mixed results. The mentees who took full advantage of the program saw success, but many of the mentees did not participate actively in the program and were much less successful. Nevertheless, this abbreviated pilot mentoring program provided us with many insights that we will incorporate into a full-year program. The conclusions reached in this initial semester have produced a detailed set of needs for next year. 20 students have applied to be mentors for the 2013-14 school year. We are gathering resource materials and applying for a grant to support the Mentoring Council. The process outlined in my presentation will demonstrate the birth of a mentoring program in an undergraduate theatre program.

Egues, A.L. & Leinung, E.

New York City College of Technology of CUNY
Isleta

Workplace Incivility: Cultivating Developmental Relationships in Nursing

The literature shows that workplace incivility among registered nurses in the United States has approached epidemic proportions. The existence of perpetuated bullying, horizontal/lateral violence, malicious communication, and relational aggression has led to an inability to recruit and retain nurses at a time when economic, educational, and employment uncertainties enshroud health care reform. In order to change the premise that workplace incivility is an acceptable rite of passage for new graduate nurses, nursing faculty proposed and implemented a novel approach to cultivating developmental relationships among nursing students of minority background. In a yearlong, guided train-the-trainer approach, nursing student leaders who were designated emerging scholars, initiated personal and professional peer-mentoring advancement of other nursing students. Through research engagement and consistent mentoring, student leaders of differing levels of educational and professional experience embraced approaches to promoting cessation of workplace incivility. A look at how nursing faculty considered gaps in the literature, methodology, intervention, promotion, and evaluation of this endeavor as best practice for cultivating successful developmental faculty-student relationships will be presented.

Bagwell, M.*Kavonia, Inc.*

Sandia

ASPIRE Survey: Establishing Resources for Engagement via a Web-Based Application

Aspects of the school reform movement call for and include parent engagement; a widely defined and loosely implemented term encompassing academic and non-academic interaction between school and families. Research underscores the importance and efficacy of parent engagement but few tools exist to assess the specific but multiple resources a school community contains and then align them with the specific academic and non-academic needs of the school. Emergent web and “smart” technologies are allowing social infrastructures to reform the methodology of their missions as software applications are built around specific needs. A pilot program within an underperforming high school in the northeastern United States demonstrated the use of a database web application in garnering six dimensions (assets, skills, professions, interests, relationships, and physical environment) of school community interaction to use in supporting family and community interaction with the curriculum as well as ancillary non-curricular programs within the school. The use of the web application in less traditional and broader resource to consumer contexts is explored in this presentation.

Harward, S.*Utah Valley University*

Fiesta A

Shifting Paradigms About Student Mentoring

Executive recruiting firm Korn/Ferry International (Dishman, 2012) indicates that mentoring is the second most important factor after education in determining a person's professional success, yet due to resources and dynamics, the number of students who participate in a mentoring experience in college is very limited. Traditionally, university mentoring is offered to earmarked groups of students such as graduate students or special populations. Is there a scalable and effective way to expand the scope of participation while maintaining and improving the quality of the mentoring relationship in the higher education environment? Utah Valley University, known for its engaged learning environment, has developed such a program and is currently piloting the process through its CareerPassport Mentoring Program (CPM).

Curry, N.*Michigan State University*

Fiesta B

Mentoring African American Female Ph.D. Students: Does Race and Gender Matter?

This study examines the impact mentoring relationships, between African American female doctoral students and faculty members, has on the students' professional identity development. Of particular interest is an examination of whether matched mentoring relationships between African American female doctoral students and African American female faculty members impact the professional identity of these doctoral students. The underlining assumption is that race and gender matter in these mentoring dyads. The theoretical frameworks guiding this study are critical race theory and black feminist thought. Critical race theory and black feminist thought establish the foundation for this study. This examination of African American female doctoral students' mentoring experiences and perceptions of their professional identity development allows these women to tell their story in their own words. Sixteen African American female doctoral students across various academic disciplines in the social sciences, humanities and education participated in this qualitative investigation. Semi-structured interviews were employed with the participants to gain insight and understanding into their mentoring experiences, professional identity development and satisfaction with their doctoral education experience. Findings indicate that African American female doctoral students involved in mentoring relationships are more engaged in professional development activities that address their professional identity or feel more supported in their efforts to explore and solidify their professional identity and career trajectory. Moreover, recommendations for doctoral programs and faculty are discussed as they relate to developing a culturally responsive approach and environment to mentoring African American female doctoral students.

Majumdar, S.*Georgia Southern University*

Amigo

Design Education for Millennial Generation

21st century students are more example-driven and research is reduced to browsing pre-existing solutions through Google and other search engines, thus making them only surface level problem solvers instead of creating the in-depth process and method driven design solutions. Once they receive their assignment, their objective is to understand the expectation of the faculty member, see the examples, do a quick Google search, and get on with the project to set the goal for a good grade. To overcome the challenges in graphic design discipline we have been in the process of collaborating with Computer Science, Information Technology, Engineering, Business and others to conduct classes and team-teach with the real industry challenges that are consumer driven. Our students are engaged with local government, communities and the industry in collaboration to bring out hands-on practical experience to understand the real life challenges. A new curriculum has been designed with a focus to meet the 21st century challenges. As a part of an overhaul in design education, International Internship was initiated since last year. This not only provides a life changing exposure but also makes the design students more focused once they encounter the hardships, challenges, and the competitions.

Previato, E.

*Boston University
Alumni*

Math and Science Partnerships

This paper analyzes collaborations of institutions of higher learning and public school districts. The National Science Foundation, since 1999, sustains the Math and Science Partnership (MSP) Program, which pairs mathematicians, scientists, engineers who are college faculty members and a K-12 organization. The author participated in Boston University's (BU) Focus on Mathematics (FoM), one such MSP, and was co-PI on projects at the BU School of Education with similar goals: connecting educators with active research. Using FoM as case study, the paper describes projects and student poster exhibits in the Boston Museum of Science, teachers' research, local media reports, and reflects on the widening scope and long-term outcomes of the developmental relationship. However, there is a broad spectrum of MSP-like programs in the Boston area, varied both in content (from a robotics summer camp to the CityLab, a bus that brings biotechnology to the neighborhoods) and in the cultural and ethnic composition of the cohorts involved (from primarily immigrant neighborhoods to charter schools in the suburbs). A spectrum of these partnerships, centered at BU which houses dozens, will be illustrated and assessed for "best practices", with focus on contingents of different nationalities and levels of experience. The ultimate goal of this paper is to assess the effect of this developmental relationship on all the stakeholders: the active scientists (faculty and students), the school teachers and pupils, and the participating institutions and civic agencies. This kind of programs should be improved, strengthened, increased or replaced by discussing what did or did not work.

4:00 - 4:45 PM

Flitter, M.A. & Van Stralen, D.

*San Juan Regional Medical Center & Loma Linda University
Lobo A*

Promotion of High Reliability through the Incorporation of Sensemaking into the Mentoring Curriculum

The organizational theory of sensemaking describes how individuals in an organization generate what they interpret in the service of a sense of identity and self-esteem. In a recently published study, we implicated physician sensemaking that occurs in the service of an autonomous provider-centric hierarchical identity as a significant factor in resistance to implementation of high reliability (HR), patient safety initiatives. However, sensemaking need not be resistant to HR. Weick has described templates for each of the seven properties of sensemaking that could sustain an identity of autonomous expertise committed to the pursuit of HR. We propose that the seven properties of sensemaking can be modified to approximate these templates through the incorporation of sensemaking theory into the curriculum of mentoring. As a consequence of sensemaking education illuminating the ubiquitous process that transforms the pre-conceptually encountered to plausible narrative, both mentors and the mentored can analyze their narratives utilizing this sensemaking metric. The iterative relationships among the individual properties of sensemaking, notions of identity and self-esteem, and the defining characteristics of HR, suggest that modified narratives can have far-reaching consequences. We have observed the ability of insight into sensemaking theory and the promotion of repetitive enactments, appreciated as such, to foster a quality of sensemaking that reinforces HR narratives. Organizations are encouraged to school their mentors regarding the sensemaking implications of HR initiatives. A lack of individual and organizational transformation of sensemaking that reinforces HR may result in such initiatives proving unsustainable.

Chiovitti-Cavalcante, R.

*Northern New Mexico College
Lobo B*

Cognitive Restructuring and Problem Solving as Mentoring Tools

The concept that mentoring and counseling are related has been widely discussed in the literature. Having a counseling approach to college mentoring and advising seems to be even more important when trying to meet the needs of racially and culturally diverse students. College students' departure poses a significant problem to college and universities. The National Center for Education Statistics has consistently reported that the percentage of graduates from racial and cultural diverse backgrounds is significantly lower than that of White students. This paper discusses the usefulness, within the mentoring/advising process, of two main pillars of cognitive therapy (CT), that is, Problem Solving and Cognitive Restructuring. It is argued that they can be important tools to assist college mentors and advisors in helping culturally and racially diverse students to overcome cognitive distortions and beliefs that may be roadblocks to their academic success. The concepts of Problem Solving and Cognitive Restructuring are discussed as well as common cognitive distortions of culturally and racially diverse students that negatively impact their ability to remain in college and be academically successful.

VanderWolk, W.

*Bowdoin College
Santa Ana A*

One Size Does Not Fit All: Mentoring Faculty in Higher Education

Some faculty mentoring systems rely heavily on assigned mentors. My own experience as Associate Dean for Faculty Development at Bowdoin College would argue against such an approach. New faculty members at Bowdoin are perfectly capable of seeking out advice from a number of people, both inside and outside their department or program. Many factors go into determining an effective mentoring model, and flexibility is required to satisfy the needs of a diverse faculty. In this paper, I will propose a hybrid model of mentoring that allows faculty members the freedom to choose their own mentoring program. After a semester of working with an assigned mentor,

new faculty members would be free to choose a minimum of three mentors, one from their department, one from outside their department and one from off campus. Such a multi-faceted approach demands, however, a strong presence in the dean's office to help the new faculty members make their choices and to coordinate the program once the new professors are on campus.

Turner, T., Kiser, W. & Allen, L.

Jacksonville State University
Santa Ana B

Building Leadership Capacity: Mentoring that Works

Educators face the daunting task of ensuring that every student makes academic progress. New teachers and administrators find this task overwhelming when combined with the pressures of being new to a job. Over the past three years, the instructional leadership faculty at Jacksonville State University has developed an induction program for new teachers in its service area and a successful mentoring program for educational leadership students that includes on-line and job-embedded professional development activities for both mentors and mentees. The faculty members believe that by providing effective, instructionally-focused mentoring for new employees, schools develop leadership capacity, the center piece of school improvement and higher achievement for all students. This proposed paper/presentation will trace the development of the multi-level mentoring components of the instructional leadership program(s), the mechanisms describing how the mentoring is carried out, including training programs for mentors and mentees, the relationships between university faculty, LEA (Local Education Agency) partners, administrators, and the students. Specifically, the program of study is designed from beginning to end with mentorship being the primary component: university faculty train principals and other local school administrators to mentor teachers and other prospective administrators as instructional leaders. In essence, internship-type requirements run the entire length of the program(s). The effectiveness of mentoring in these re-designed instructional leadership programs will be demonstrated. The 60-page mentor's guide will be made available to participants.

Wynn, S. & Riggsbee, J.

Duke University
Acoma A

Re-conceptualizing Reflection: Helping Students Move from Reaction to Action

Student teaching is a pivotal experience for undergraduate teaching candidates, and this capstone experience is typically perceived as the most important component of teacher preparation programs. However, the coursework and experiences that come before the student teaching practicum are equally important. In our small undergraduate teacher preparation program carefully aligned coursework and experiences prior to student teaching include critical, ongoing reflection, a practice that has long been recognized as a key tool for growth and improvement. We will share how we have re-conceptualized the role of reflection in all of the courses that student teachers take, from foundational coursework to pedagogy-specific classes. We will describe how we structure and guide reflection so that students who are developmentally at different levels come to understand that reflecting is more than just describing actions. As teaching candidates move through the sequence of courses, they begin to emphasize not only their actions, often focused on structural and technical concerns, but also the impact their actions have on student learning, and many move on to describe their future plan of action. Presenters will share the progression of reflection that begins with undergraduates' first experience with tutoring and concludes with the critical teaching reflection required of beginning teachers.

Garten, H.

Embry-Riddle Aeronautical University
Acoma B

Bridging the Gap between Industry and Education through Mentoring

Embry-Riddle Aeronautical University Worldwide has campuses all over the world, including 90 military bases, in addition to offering several innovative methods of online learning. With this type of extensive campus, mentoring can become difficult, leaving students without the necessary guidance to succeed in this dynamic world. Thus an innovative mentoring program is strongly needed to meet Embry-Riddle Worldwide's unique needs. Working with industry partners, Dr. Garten is forming a pool of mentors who will be spotlighted on ERAU Worldwide's Blackboard. These elite professionals, often ERAU graduates, highlight their professional achievements along with their research interests. All undergraduate students will be able to access this information, and reach out to these mentors as needed. Furthermore, as with our campuses, mentors will be global thus giving all students the opportunity to reap the benefits that a mentoring relationship offers. Special focus will be given to our often underrepresented military student body. Moreover, Dr. Garten is incorporating Industry Partner's research questions into the curriculum at ERAU Worldwide. This gives students the opportunity to spearhead industry problems as if they were an employee while mastering learning objectives. Furthermore, industry partners receive the benefit of the students' untainted creativity. This elite mentoring program is being formulated and introduced in phases to ensure the collection and analysis of adequate feedback, and thus ultimate success. Dr. Garten looks forward to sharing more extensive details of this exciting concept, working with industry and educational leaders to adapt and grow this model. Education and business need an energetic transformation, and strong mentoring programs will empower this reform.

Schwartz, S. & Rhodes, J.

University of Massachusetts, Boston & Boston University
Mirage/Thunderbird

Youth Initiated Mentoring: Investigating a New Approach to Mentoring

This study examines Youth Initiated Mentoring (YIM), a new approach to mentoring in which youth nominate mentors from among the non-parental adults within their existing social networks (e.g., teachers, family friends, extended family members). YIM is currently being implemented through the National Guard Youth Challenge Program (NGYCP), an intensive residential intervention program for youth ages 16-18 who have dropped out or been expelled from high school. This study employed a mixed methods explanatory design, drawing on quantitative data from a national longitudinal evaluation of NGYCP (N = 1,173) and qualitative data

from a subsample of participants (N = 30) in the evaluation. Results indicated that more enduring mentoring relationships were associated with increased retention of educational, vocational, and behavioral outcomes three years following entry into the study, even after statistically accounting for selection bias. Results also revealed that relationships were more likely to endure when youth chose their mentors on their own (rather than receiving help from parents or program staff) and when mentors were of the same race as youth. Implications for research and practice are discussed.

Shenkman, M.

*Arch of Leadership Mentoring
Spirit/Trailblazer*

Aspiration and Mentoring: Two Ideas in Search of Each Other

I propose that mentoring nurtures, clarifies and emboldens aspirations. But this notion will only have clarifying power if we have a strong sense of what “aspiration” is. At this point, aspirations cannot be measured, and what is worse, often they cannot even be articulated in advance by those whose lives they affect. How can mentoring’s contributions to one’s life be identified, no less calibrated under such conditions? How is a competent, responsible mentoring engagement to be constructed, evaluated and improved if this is the case? Current work in new scientific research and in philosophy can help. As offered by Stuart Kauffman “self-organization” comprises notions of more complex structures emerging from simpler ones. This provides way to appreciate the “reality” of aspirations. Post-structural philosophies, such as those of Deleuze and Derrida, provide links between “natural” self-organizing potencies to the development of meanings, intentions and values. From these streams of seminal thinking I suggest the notion of “individuation.” This “natural” drive focuses one’s energy on devising more expansive and more encompassing means of engaging experiences in our lives. That “more” corresponds to aspirations. The mentor helps the mentee to forge a narrative that strengthens his or her awareness of the experiences, precedents, temperamental orientations and mature groundedness that can promise a path in the aspiring life, if not success. This presentation will introduce attendees to ways of framing “aspiration” so that it can serve as the unique territory which mentoring helps one explore, enrich and nurture.

Nunes, D.

*University of Hawaii
Scholars*

Father/Son Mentor/Mentee: The Parent as the Mentor

While there is no universally accepted definition of mentoring, prevailing literature continues to reference a review by Jacobi (1991) when presenting operational definitions of mentoring. The frequency of this reference suggests that researchers have, at least tacitly, agreed on similar constructs. Yet, while these allow for broader interpretations of just what is mentoring, the results can also appear vague and limiting regarding what constitutes acceptable dyads and contexts. For instance, dyads cited tend to exclude family members, and contexts generally dwell on mentoring in business/management, academic, and youth situations. I propose returning to the Greek origin of mentor referencing “surrogate father” and then considering a new category and context where parents (specifically “father/son” and “mother/daughter”) are formally acknowledged as mentors. In the article’s first section, I will discuss findings from contemporary literature on the subject of successful fathering. These will include cultural and societal implications inherent to the father’s role in child development. In the second section, I will propose an integrated operational definition of parent-as-mentor. This definition will include key mentoring and social learning theory constructs and should assist in differentiating between fathers who are acting as mentors from those who are simply fulfilling traditional parental roles. Building on that, I will suggest in the third a few solution-focused considerations which may serve as a starting point for the father who is interested in exploring a mentoring relationship with an adult son. The fourth section contains a brief discussion of methodological considerations for future research with thoughts for future areas of study.

Kacar, B., Som, S., DeMarines, J. & Illangkoon, G.

*Blue Marble Space / Social Action for a Grassroots Astrobiology Network (S.A.G.A.N.)
Luminaria*

Mentoring Elementary School Students Through Virtual Media: C.A.R.L. S.A.G.A.N. Mentorship Program

S.A.G.A.N. (Social Action for a Grassroots Astrobiology Network) is a science-focused, collaborative web platform to promote interactions between scientists and the general public in a social networking environment. On site activities available to members include monthly broadcasted seminars, live chats with prominent scientists, biweekly book club meetings, and discussion groups. To date, S.A.G.A.N. hosts more than 800 members, representing a virtual melting pot of high school/college/graduate students, scientists, journalists, and science enthusiasts from all over the world. Here we focus on a new virtual mentoring pilot program - C.A.R.L. (Cielo Astrobiology Research Learners) S.A.G.A.N. - run through the S.A.G.A.N. network in collaboration with the “Discovery Room” at Kyrene del Cielo Elementary School in Chandler, AZ. The pilot program took place between February 2013 and May 2013. The program connected elementary school students and their parents (as mentees) with scientist-mentors through the S.A.G.A.N. platform. The program therefore presents a novel implementation of mentoring through social media in STEM education. Mentors were scientist-members of S.A.G.A.N. from across the United States with professional affiliations such as: the NASA Astrobiology Institute, NASA Ames Research Center, NASA Jet Propulsion Laboratory, the Denver Museum of Nature and Science, Georgia Tech, and the Foundation for Applied Molecular Evolution. During the three-month pilot program, mentors and mentees met regularly to develop a project for the Discovery Room Science Fair, using the suite of virtual collaboration tools available on the S.A.G.A.N. site. We discuss the successes and challenges of this virtual mentoring program and future directions.

Casillas, C.

*Independent Scholar
Isleta*

Renewable Energy and Experiential Learning for Development

This paper describes three case studies in which short term (3-30 days) learning projects were integrated into the daily activities in low-income, learning environments in rural and urban communities in India. Each project offered both theoretical and practical learning opportunities on the design, installation, and maintenance of renewable energy systems. Drawing on the pedagogical models of project-based learning and mentoring, the workshops demonstrated how complicated technical

topics (i.e., current, voltage, energy, power, and electrical system design) can be learned quickly by a diverse group of children who had limited exposure to the topics and only basic skills in math and science. The experiential workshops created the potential for youth empowerment by sharing a skill set that could help them contribute to the upkeep of energy systems at home and school, as well as providing an opportunity for adult non-teacher experts to contribute to youth education. Finally, in the context of developing countries, the approach allowed for more authentic forms of development, as technology and skills were transferred directly to stakeholders, reducing the need for outside experts.

Toth, N. & Lack, A.

Association of Professional Engineers and Geoscientists of Alberta (APEGA)
Sandia

High Impact on Engineering and Geoscience Professionals

The population we impact with our mentoring program consists of engineers and geoscientists; however, we will address the impact of our program in three ways. Firstly, we will address impact on these groups of technical professionals in general terms. Secondly, we will describe the impact on a special sector of the professionals: the internationally educated among them. Thirdly, we will single out for special treatment the impact that aspects of our program have on the least experienced, youngest members of these groups. Our approach under each category will be to explain the best practices we employ to impact all groups and the targeted practices for the special groups. Our overall impact on our membership is enhancing the soft skills of highly technical professionals. In our current workplaces, technical skills may lead to employment; however, it is the soft skills that help individuals maintain their positions and get promoted. For this reason, mentoring is very valuable to the general membership. This is not only a benefit to them but also to our province and our economy. Internationally educated professionals, despite their high technical skills, are often unaware of the differences between their soft skills and those of this country because of the cultural basis for most soft skills. Our program is a great benefit to them. Similarly, young, inexperienced professionals are usually not aware that their soft skills differ from those in the workplace, which have been shaped by previous generations. Mentoring can help them integrate successfully.

Harris, K., Wakefield, M., Garner, D. & Pehrsson, D.

University of Nevada, Las Vegas & Central Michigan University
Fiesta A

Determining the Effectiveness of Academic Mentorship Programs With Best Practice Checklists

Effectiveness of academic mentorship programs is predicated on a successful mentor/protégé relationship. Mentoring is complex, interpersonal and developmental. Mentoring involves skilled individuals who serve as role models, teachers, sponsors and coaches. Interactions in this relationship include encouraging, counseling and befriending in the hopes of promoting professional and personal development. Creating and sustaining strong mentoring relationships through comprehensive and systematic programs is no longer a luxury but an ethical mandate in the academia. Without robust programs with useful strategies faculty often leave university settings; if they stay they may not thrive. This is particularly true for faculty from underrepresented groups. Successful mentoring strategies are grounded in current research, offer relational support, provide understanding of difference and are culturally responsive. At their core, mentorship relationships commit to protégés reaching their full potential. Well-planned programs serve as a foundational resource within the academia, meet the needs of protégés and are critical to successful networking. Literature suggests that best practices for mentoring program build upon these recommendations and provide a guide for academic personnel who wish to evaluate how they are doing with regard to their existent or planned programs. Additionally, checklists of essential elements will be distributed to participants. Participants will engage with others in a brief evaluation of their own settings. We will recommend ways in which we in academia can augment research and inform this critical conversation.

Adler, L. & Andris, C.

Monte del Sol Mentorship Program & Santa Fe Institute
Fiesta B

Quantifying the Impact of Mentorships on Human & Social Capital in Santa Fe, New Mexico

Santa Fe is a broad and diverse community. Yet, the potential of its social capital has not always been realized due to a lack of integration across social, economic, and educational boundaries. By connecting adults to students, community mentoring has the capacity to create new social networks and to strengthen students' social skills. Both of these factors can increase students' access to future academic and professional opportunities. Ultimately, such access will grow Santa Fe's human and social capital, but on both the local and national scales, we currently lack scientific research to support this intuition. Santa Fe Institute researchers working with staff from the well-established Monte del Sol Mentorship Program propose a new, quantitative assessment of the impact of mentoring on Santa Fe's human and social resources. The results will clarify the role of mentoring and human and social capital and will offer insights into how to build a scalable framework for further action on both a city and national level. Our analysis will draw from multiple fields including educational research, social network theory, and computational social science; twelve years' data and expertise from the Monte del Sol program will provide the basis of the analysis. We will assess the network of mentorships in Santa Fe that crosses social and economic boundaries by (i) embedding these links geographically and using U.S. Census data to infer socio-economic status from geographic location, and (ii) by collecting survey data directly from previous mentors and protégés on the quality and impact of the relationship.

Adamitz Scrupe, M. & Graham, L.

University of the Arts & Pennsylvania State University
Amigo

Mentoring Cultural Activism: Facilitating Understanding Our Common Humanity

Our presentation highlights The Need Project, a template for cross-cultural mentoring that includes and empowers project participants as it endows them with outreach skills. These include project management, facilitation and grant writing/fundraising in support of socially ameliorative arts- and humanities-based public interventions. Employing The Need Project as a model, students explore inclusive practices that are designed to explore our shared humanity through initiatives that extend to

embrace human experiences across boundaries of age, race, ethnicity, and class. What Do You Need? is an ongoing interdisciplinary collaboration and a cross-cultural exploration of values of groups of people stratified by social, ethnic, and/or economic structures. The project cultivates greater understanding between divergent groups by establishing a method for people to talk about and gain access and insights into their respective cultures, peoples and places. A collaboration consisting of artist, writer, and University professor Mara Adamitz Scrupe in partnership with photographer/cultural activist and Pennsylvania State University professor Lonnie Graham activates groups of students in their respective urban and rural communities for the purpose of addressing the key question/theme of the project – “What do you need?” One single question posed face-to-face fosters understanding between people, dispels misunderstanding, and defeats fear of the unknown “other”. Reaching out into their various communities, the students gather answers comprising insights, personal motivations, and perspectives relative to the human experience. This information is collected, exchanged and shared between students and will ultimately be collated and reproduced, and finally assembled into a limited edition artist book.

Harder, E.

Saskatchewan Institute of Applied Science and Technology
Alumni

Identifying Neophyte Nursing Faculty Needs: Phenomenological Pearls of Wisdom

Mentorship is one retention and recruitment strategy suggested to help manage the deficit in qualified nursing faculty in Canada. This research project used naturalistic inquiry to describe, interpret, and connect the voices of a Canadian school of nursing faculty’s lived experiences in formal mentorship relationships. Investigative and interpretive phenomenology was used to answer the research question: What do novice nursing faculty need in mentoring relationships at a Canadian School of Nursing? Commonalities were sifted out; patterns were identified using comparative methodology, establishing incidental and essential themes. Five themes were identified: 1) Conquering the Divide described the multiple role transitions faculty faced; 2) Self-Serve Only the participants recounted initiating and pursuing a number informal mentoring relationships or moments, prior to and during, their formal mentoring relationship as a neophyte nurse educator at the Canadian school of nursing; 3) Under Utilization of Mentoring Process outlines how mentees were reluctant to plan and evaluated goals with their mentors; 4) Outside Influences explains the effect that collateral violence had on mentoring culture; and 5) the final overarching theme, Time, tied all of the themes together by describing workload and work-life balance issues. All of the themes identified that formal mentoring relationships met some of the needs of new nursing faculty, but also indicated that the program did not meet all of their requirements. My presentation will explore the five themes and reflection on how the participants’ experiences expand our understanding of mentoring.

THURSDAY, OCTOBER 31
CONCURRENT PRESENTATIONS

9:00 - 9:45 AM

Brown, J.

Boston University
Lobo A

Institutionalized Mentoring in the Humanities: Problems and Solutions

This paper argues that mentoring programs in the humanities often serve to strengthen the academic hierarchy, rather than to stimulate the intellectual development of members of the next generation. Having lost an essential component of its traditional meaning, the word mentor often stands for the opposite of what it was intended to mean. Instead of urging mentees to be intellectually independent, the mentor often merely assists in the mentee’s conformity to the apparatuses of the academy. What is needed at universities is less obedience to the apparatus and more critical attention to what younger faculty and students are actually experiencing and producing under its procedures. Anonymous questionnaires should be sent to the mentees in mentoring programs and efforts should be made to allow the mentoring relationship to develop organically, rather than having mentors assigned.

Collier, P.

Portland State University
Lobo B

How Peer Mentoring Improves Decision-making and Promotes College Student Success

I initially propose that peer mentors are effective in promoting undergraduate student success because mentees perceive their peers as credible message sources. Next I argue that one way peer mentors can help students succeed at college is by helping them make “better” decisions. Decision-making refers to how people combine goals and knowledge to determine a course of action. Better decisions are understood as faster decisions that have a greater chance of resulting in the student’s desired outcome. A good decision requires an understanding of the context and involves selecting an alternative that is possible within that context. Peer mentors’ greater familiarity with the context of higher education provides the foundation for how they are able to help student mentees make good decisions. Drawing from Subjective expected utility theory and models of problem solving and expertise development, I explore how differences in expertise levels can impact both the quality and speed of students’ decision-making. I then demonstrate how students could achieve better academic outcomes through higher quality decision-making. Peer mentors can help mentees achieve positive college outcomes by sharing their college student expertise and providing mentees with insights into the university’s expectations for successful students. For the mentee, accepting the mentor’s advice amounts to replacing a high-effort-low-likelihood-for-success problem-solving process with a simple judgment task that is highly likely to result in a superior outcome. I propose that it is the peer mentor’s credibility that encourages the mentee to follow the advice that is offered.

Georgeson, T. & Gary, D.

Central Washington University
Santa Ana A

Threefold Partnership

The university's use of mentor teachers in teacher preparation programs is often left to chance. Central Washington University is studying the impact of the culminating field experience becoming a Professional Learning Community (PLC) between the key players; two teacher candidates, a mentor teacher and a university faculty member; discussing the use of best practices within their classroom as identified by Marzano's research. Initially, the study ascertained the mentor teachers' current knowledge and extent of use of the best practices using Marzano's walk-through protocol. This became our baseline. During the second and third phase, two teacher candidates were assigned to one mentor teacher and the culminating phase was reflective. The threefold partnership was chosen to increase peer feedback, increase PLC like environment, and provide support to one another. All three, the two teacher candidates and the mentor teacher, were then provided focused professional development in areas of best practices and use of such was assessed weekly with additional walk-throughs. The expected outcomes include: (a) the honing of the teacher candidates' teaching and management skills, (b) professional development of best practices, and (c) increased use of best practices by mentor teacher and teacher candidates. The intent of this research is to maximize the student teaching experience in order to graduate highly qualified teachers that are have the skills, disposition, and confidence to tackle their initial year of teaching with enthusiasm.

Clayburn, P., Grund, F., Maglott, B. & Fridline, M.

Ashland University & University of Akron
Santa Ana B

Promoting Social Support: Peer Mentoring in a Baccalaureate Nursing Program

Peer mentoring programs in university settings provide a mechanism to promote social support and engage students in the educational environment. The purpose of this three-year longitudinal study, now in its second year, is to increase social support through a peer-to-peer mentoring program for students in an undergraduate baccalaureate nursing program. A pre-test/post-test design with a convenience sample was used to determine if social support increased as a result of participating in the peer mentoring program. Freshmen nursing students were matched with upperclassmen at the beginning of the academic year. There were a total of 137 participants in the program. Training was provided to mentors, including diversity education. In addition to encouraging mentors to be involved with their mentee monthly, three events were held throughout the academic year. The Interpersonal Support Evaluation List (ISEL), College Version (Cohen, 1983), was administered at the beginning and end of the academic year to determine if perceived social support increased among both mentors and mentees. The data analysis plan will include a paired t-test to examine the academic year changes in ISEL scores and subscales in a longitudinal study design. The research will include a comparison of the measured social support outcomes by each captured demographic variable. Preliminary results found a 96% persistence rate of freshmen nursing students who participated in the program.

Costa, K.

Northeastern University
Acoma A

What Types of Support Do Urban Schoolteachers Need to Increase Their Resiliency?

An estimated 50% of teachers leave urban districts after less than five years. It has been reported that approximately 20% of teachers are burnt out, making them the highest occupational risk group among professions involved in supporting the developmental needs of others. Teachers in urban settings face high rates of burnout while working with students who have disproportionately higher risks of poverty, low achievement, violence and social/emotional issues than their suburban counterparts. Urban schoolteachers face a host of demands contributing towards stress and burnout. Within an educational framework, burnout can have harmful effects on both teachers and students alike. To better understand how resiliency can be cultivated through developmental relationships, a research study employing a qualitative approach sheds light on specific strategies to support the needs of teachers and their students. Results confirmed stress had serious effect on teachers, impacting self-efficacy and impeding development of strong relationships with supervisors and students alike. It uncovers teacher perceptions of conditions they found most stressful, revealing a need for specialized mentoring to manage demands. Mentoring demonstrates promise in guiding the growth and development of urban teachers, who have an integral role in the lives of their students. By enhancing the wellbeing of teachers, students will also benefit. A model based on professional social work practice helps teachers to 1.) Develop a strong professional identity, 2.) Mitigate harmful consequences of stress on their development through supportive relationships, 3.) Learn stress reduction strategies and 4.) Respond to the needs and empowerment of their students.

Trube, M. & VanDerveer, B.

Ohio University
Acoma B

Developmental Mentoring Constellations: Sustaining Engaged Scholarship

This paper presents data from an exploratory qualitative study conducted at a mid-western university for the purposes of identifying mentors' perceptions of developmental mentoring constellations when involved in mentorship relationships with engaged scholars. The aim of the study was to investigate mentorships that support and sustain engaged scholarship practices in a research-one university that emphasizes research, teaching and service over engaged scholarship. Each participant of the study is (1) an engaged scholar who has been mentored within a developmental mentoring constellation during his/her professional career, and is (2) actively involved in mentoring one or more engaged scholars. The following questions guide the study: (1) What mentoring support did you receive on your own career path? (2) What are the functions, roles, characteristics, and dispositions of an effective mentor who works with engaged scholars? (3) What knowledge, skills, or dispositions did you gain as a result of being mentored? (4) What learning did you acquire as a result of mentoring engaged scholars? (5) Explain whether or not the term "developmental mentoring constellations" resonates with you as a way to sustain engaged scholarship and why or why not? A review of the literature that explores mentorships is provided. This paper proposes that given the complexities of engaged scholarship, a constellation of mentoring, which is developmental in nature, is necessary to sustain the scholarship of engagement. Recommendations are made for mentors who seek to work with engaged scholars while orienting toward professional requirements of research, teaching and service.

Skuthe-Cook, L. & Warren, K.

Brightlife
Mirage/Thunderbird

Reverse Mentoring in Large Corporations: A Case Study

This presentation tells the story of our experiences helping a global corporation improve their Reverse Mentoring program. As external consultants, we were invited to provide targeted interventions to improve the overall effectiveness of a Reverse Mentoring initiative in Europe, Emerging Markets, Africa, and Russia – while working to a limited budget and tight timescale. In our presentation, we'll share the approach we took to the project, its relationship to coaching modalities, and the practical interventions we created. We then assess the effectiveness of this particular programme, and consider the structural, logistical, and organizational constraints on its success. This practical project experience has shaped our view of the importance of an organizational culture that supports the success of mentoring. Finally, we share practical ways such a culture can be developed, and our insight into the organizational conditions necessary for Reverse Mentoring to fulfill its potential.

Smith, M.V. & Conklin, A.

Catholic University of America & Creative Minds Public Charter School
Spirit/Trailblazer

Developmental Mentoring in Music Education: A Heuristic Inquiry

Developmental theorists such as Levinson (1978), Kegan (1982), and Gilligan (1977), along with other foundational stage developmental theorists including Kohlberg (1981), Piaget (1961), Daloz (1999) and Kram (1988, 2007) have established a basis for considering the growing and dynamic nature of a mentoring relationship. Informed by that foundational work, and after having developed several facilitated mentoring programs for The Yamaha Corporation of America, Minnesota Music Educators Association, and the Illinois Music Educators Association, I became intrigued with the notion of exploring these mentoring dynamics not only through large facilitated programming efforts, but also and more particularly from within the context of a committed one-on-one mentoring relationship between one experienced music educator and one novice music educator. This study explores mentoring stage theories through the examination and analysis of new teacher needs as they emerge and then the preferred methods of giving and receiving assistance around these needs as they present themselves in a dynamic and actual mentoring relationship between a new music teacher and his mentor. The mentor is an experienced music education university professor; the mentee is a beginning novice teacher hired to deliver music instruction in an urban Washington, D.C. public charter school. The presentation will be framed around developmental mentor theory and include discussion of qualitative findings drawn from the context and content of this genuine mentoring relationship.

Watson, M.A. & Steiner, S.

University of Tampa
Scholars

Lessons Learned from the MBA Leadership Coaching Program

Coaching in the business world was not a common practice when the Sykes College of Business at The University of Tampa made volunteer leadership coaches available to all MBA students in 2002. The program was created to supplement leadership development efforts of the required MBA leadership course. Originally, students and their coaches were encouraged to "design their own" coaching relationship based on the student's objectives. Despite encouragement from course professors, less than 25% of the MBA students participated in the program. Because most students had never heard of business or life coaches, they understood neither the value of a coaching relationship nor how to utilize this opportunity fully. Recent changes in the MBA curriculum have made it feasible to create a more structured approach to the coaching relationship. Students take part in a Strategic Choices Workshop where they identify career, leadership, and interpersonal developmental needs. Each student is linked with a coach during this workshop. The student-coach pair then meet at least three times throughout the semester to set specific goals, create an action plan, and discuss the plan as it is implemented. Preliminary feedback indicates this more structured approach creates a higher level of satisfaction with the coaching relationship. In this paper, we draw on the successes and failures of The University of Tampa's evolving coaching program to suggest best practices in facilitating student-coach relationships.

Jeffreys, M., Morin, M., Jorgensen, R. & Frost, L.

Dixie State University, Utah Valley University & University of Tennessee, Chattanooga
Luminaria

Mentoring Interdisciplinary and Honors Undergraduates at Smaller Universities

The mentoring of undergraduates who are majoring in interdisciplinary and honors programs at smaller universities presents unique challenges. These students write senior research theses and are better prepared than most graduates for diverse careers and postgraduate education in a fast-changing world, but they have to present themselves without easily pigeonholed qualifications. This roundtable will discuss best mentoring practices from the perspectives of honors and interdisciplinary faculty and successful interdisciplinary graduates who are now professionals and/or interdisciplinary faculty themselves. Special attention will be given to the mentoring of interdisciplinary undergraduate research in increasingly online teaching environments.

Gibson, P. & Mendoza, L.

University of Minnesota
Isleta

Mentoring Relationship for Faculty from Traditionally Oppressed and Underrepresented Groups

Effective mentorship that supports career advancement is a topic of concern for every faculty member. There is agreement in the literature that mentoring in academia is best conducted in the context of a relationship in which mentors focus their efforts on advancement of the protégé. Yet, how do universities facilitate such relationships, especially cross-cultural relationships for underrepresented minority faculty? Using literature on best practices in mentoring, this article provides information on a new mentoring initiative being developed by the Institute for Diversity, Equity, and Advocacy (IDEA) and proposes using tenets from the ally model of social justice as a foundation for strategies to develop cross-cultural relationships in the mentoring process.

Foster, T. & Suresh, G.

Dartmouth-Hitchcock Medical Center
Sandia

Coaching in Graduate Medical Education: Learning to Lead Change

Leading change in health care requires an understanding of making change in complex social systems; this is an area largely unexplored in the traditional medical curriculum. However, it is increasingly important as we adapt our health care systems to the needs of patients and families and to an ever-changing health care system. The Dartmouth-Hitchcock Leadership Preventive Medicine residency program is designed to provide experiential learning about improving health care. Since its inception, the program has matched each resident with a faculty coach. This is unique in graduate medical education in that there is a single primary faculty member assigned to each resident; the relationship is continuous over the two years of training; and the work is centered on the challenges of measurement of outcomes for defined populations, understanding systems of care, and leadership of change in those systems. As we have refined and developed this model over the last decade, we have learned about the work required of both resident and faculty to make such a relationship successful, the benefits of the relationship to the work of both, and the preparation required for coaches to coach and for residents to understand a faculty role which is quite different from their prior experience. We will discuss how residents and coaches describe this experience, and explore our lessons learned and the implications for undergraduate, graduate, and continuing medical education.

Pellegrini, E.

University of Missouri, St. Louis
Fiesta A

Mentors' Perceptions of Stressful Mentoring Relationships: A Preliminary Report on Scale Development

In an increasingly globalized and dynamic work environment, implementation of effective mentoring programs is critical in attracting, developing, and engaging talent. Organizational mentoring programs which are structured to protect mentors from stressful experiences may play significant roles in outcomes of mentoring effectiveness. However, for too long, a rather one-sided focus on the protégé perspective may have limited our understanding of the full spectrum of experiences in mentoring relationships. In the current study, interviews (N=24) were conducted to develop a theoretically sound multidimensional measure of stressors for mentors (SMQ; Stressors for Mentors Questionnaire). Based on these interviews, items were developed and five preliminary dimensions (stressful protégé behaviors, poor dyadic fit, mentor's personal issues, structural constraints, and lack of organizational support) were established. Our findings are significant for integrating the mentors' perspective with the current state of research on negative experiences in mentoring relationships. Further, current findings have relevance within the broader context of cross-cultural mentoring relationships given the pervasiveness of "cultural gap" being mentioned as a stressor by mentors during our interviews.

Gardiner, M. & Blondy, L.

Eastern Michigan University
Fiesta B

Creating the Student Nurses Association Peer Support Services (SNAPSS) Program

Eastern Michigan University's (EMU) School of Nursing is known for its challenging curriculum. During the first program year, students often find themselves feeling overwhelmed. Research into the performance and preferences of EMU nursing students both prior to, and during, their initial nursing courses revealed a potential need for more psychosocial support and academic assistance. This student data, coupled with an extensive literature review, indicated that providing support through developmental relationships can be an effective way to help nursing students succeed. Building on the current knowledge base and best practices of existing mentoring programs found in the literature, EMU student nurses, supported by nursing faculty, created a peer-mentoring program to specifically support entry-level nursing students. The Student Nurses Association Peer Support Services, or SNAPSS, program will draw on the lived experiences and advice of upper level nursing students to provide mentorship to the first year nursing students. Volunteer student mentors receive mentorship training prior to serving as mentors. Mentees also participate voluntarily and have opportunity to participate in a variety of supportive activities ranging from one on one mentoring, to group study sessions and social outings. SNAPSS will begin its pilot run in Fall 2013. Evaluation of the program effectiveness and outcomes will be ongoing throughout the academic school year and used for program improvement where needed.

Riggsbee, J. & Wynn, S.

Duke University
Amigo

Transforming Teacher Preparation: A Developmental Model

Though induction into the teaching profession is typically considered a process that begins with a teacher's first year of teaching, a broader view is needed. The National Council on Teacher Quality identifies student teaching as the prime opportunity "to produce the most effective first-year teachers as possible" (2011, p.7). Mentor teachers play a significant role in this process as they provide both psychological and instruction-related support to student teachers, but a focus on promoting and sustaining teacher development is critical. Frances Fuller (1969) made a significant contribution to the literature on teacher development by describing a developmental progression of movement from concerns about self to teaching task to impact of instruction (the impact stage was associated with skills generally characterized by effective teachers). If according to Fuller and others, there is a significant correlation between level of development and effective teaching, and as Mutchler (2000) claims, a developmental program model promotes personal understanding of the art and science of teaching, how can teacher education programs be designed to promote the developmental growth of teachers? In this session we will identify the conditions necessary for developmental growth and share how university and school partners can work together to offer successful developmental teacher education programs.

Auyang, G.

University of Cincinnati
Alumni

The Pros and Cons of Tenured Faculties Mentoring Adjunct Faculties

Served as an elected department chair for two terms, during the second term I have decided to utilize tenured full-time faculties' professionalism, leadership, and experiences and created a mentoring adjunct faculties program. In our department, 40% were full-time tenured/tenure-track faculties and 60 % were adjuncts The goals of the mentoring program are (1) to design a support system for adjunct faculty through networking with full-time faculty in our department, (2) to promote collegiality by sharing knowledge, and best practices, and (3) to foster best practice in teaching by sharing resources among faculty members. I believe that mentoring program helps both mentors and mentees. A good mentoring program will develop good professional relationship, provides receptive feedback, and participants are actively involved and enthusiastic to mentoring. This paper/presentation is focus on sharing the pros and cons of mentoring adjunct faculties/adjunct faculties mentoring program in our department.

10:00 - 10:45 AM

Rutter, M.

Canisius College
Lobo A

Effects of Mentoring on School Engagement, Social Relationships, & Resilience

The efficacy of a school-based mentoring program was evaluated for 16 at-risk middle school students. After receiving individual mentoring throughout the school year, changes were observed in students' levels of resilience, academic engagement, attendance, discipline, and relations with others. Mentored students showed signs of resilience as demonstrated by reports of hope and optimism. Mentored students also reported greater classroom participation and feelings of identification with school. Mentored students had lower suspension rates as well as better attendance. Students who were mentored were more likely to report improved relations with teachers and family compared to non-mentored students. Interviews with students revealed that mentoring is an extremely positive interaction for students resulting in positive goal setting and a sense of bonding with others.

Radford, C.

University of Massachusetts, Dartmouth
Lobo B

What Happens When We Integrate Student Perspectives Into Mentoring Conversations?

Teaching is a complex profession, and research shows it takes more than 5 years to emerge as a competent teacher. Teachers' performances in the classroom are assessed through five developmental stages; 1) Student Teaching 2) the First Year of Teaching 3) Reflection and Renewal in Year Two 4) Mutual Decision-Making to Remain in Teaching and 5) Becoming a Professional Teacher as shown in Appendix 1 Mentoring Teachers A Transformational Experience (Radford, C.P. 2013). In each stage the teacher and the school district decide whether to continue on the path towards a career in teaching. Mentors at all stages influence teacher confidence and competence. Integrating student perspectives into mentoring conversations will help novice teachers understand and respond to their students' needs more effectively. Using aggregated data from anonymous student surveys and sharing results using a Seven Step Mentoring Conversation Protocol shown in Appendix 2 (Radford, C.P. 2013) provides focus and adds relevance to mentoring practices. Video taped interviews with students illustrate the importance of students' perspectives on teacher effectiveness. Three training videos (elementary, middle, and high school) demonstrate how to conduct an effective mentoring conversation using the protocol (University of Massachusetts Dartmouth, 2013). Using data from students will inform teachers' practices and contribute to their competence in the classroom. Competence brings confidence and promotes teacher retention at all five stages of the developmental continuum.

Searby, L.

Auburn University
Santa Ana A

Indicators of a Mentoring Mindset in New Principals

This paper reports results of original phenomenological research resulting in the creation of a definition of a mentoring mindset in new principals in mentorship, as well as identification of the indicators of the presence/absence of that mindset. Attitudes, behaviors, and competencies a protégé needs to possess in order to contribute to an effective mentoring relationship are described. The protégé with a mentoring mindset takes initiative, possesses a learning orientation, has a goal orientation, is relational and reflective. Implications for educational leadership programs and new principal mentor and protégé training are discussed.

Mata, H., Mancera, B., Martinez, J. & Hernandez, K.

University of Texas, El Paso
Santa Ana B

Mentoring and Modeling to Promote Diversity in Health Disparities Research

A growing body of literature in health sciences and nursing highlights the need for and the benefits of diversifying the health disparities research and practice communities. Such diversification enhances the research agenda, which in turn may improve practice and policy. Increasing the diversity of students and faculty engaged in health disparities research increases our ability to promote health equity at multiple contextual levels (Hernandez et al., 2012). Recent work has focused not only on

the underrepresentation of researchers and scientists from diverse backgrounds, but the necessity of intentional and intensive mentoring to attract, retain, and promote researchers and scientists who will diversify the scientific community (Stoff et al., 2009). Our work at a Hispanic Serving Institution in the U.S. – Mexico border region and in the largest binational metropolitan community in the world emphasizes translational research that promotes health equity (Mata & Davis, 2012). Our team is comprised of a doctorally prepared Health Education Specialist, a School of Nursing Dean, and three students (PhD, MPH, & BSN). In this presentation, we highlight mentoring, modeling, and monitoring strategies developed by our team of health science and nursing researchers and the impact of strategic mentoring on our individual and collective abilities as scientists and practitioners. We also discuss existing competency-based mentoring models for minority researchers (Rabionet et al., 2009), lessons learned and shared by others who have successfully engaged and retained minority researchers in public health (Kreuter et al., 2011), and our own lessons learned as we evaluate our mentoring approach.

Busman, D. & McCrea, L.

Grand Valley State University
Acoma A

Collaboration and Teacher Preparation: The Role of the Mentor Teacher

Student teaching is often referenced as one of the most formational experiences for teacher preparation, yet cooperating teachers (mentoring teachers), university supervisors, and student teachers often have differing, unspoken expectations regarding the mentoring teacher's role in this experience. When the expectations of the aforementioned three stakeholders for the role of mentor are not aligned, strong and productive relationships are more difficult to develop. Since the alignment of expectations provides the basis for collaboration, teacher preparation programs must foster this alignment of expectations in order to meet Interstate Teacher Assessment and Support Consortium (InTASC) standards for the mastery of collaborative skills. Previous research has investigated cooperating teacher and student teacher expectations for collaboration. However, less information is available regarding the expectations for collaboration that university supervisors hold for the role of the cooperating teacher. This study examined the expectations of university supervisors regarding collaboration within the student teaching/mentoring experience. Based on a focus group and structured interviews, and utilizing InTASC competencies as the investigative framework, three themes incorporating a range of practices emerged from the participating supervisors' expectations for collaboration: learning environments, professional dispositions, and assessment practices. This study offers a preliminary clarification of these three themes — addressing the need to align expectations for collaboration and to cultivate practices that support collaboration within the student teacher experience. In doing so, the study suggests that young professionals need to work with mentoring teachers who have expertise in practices that support collaboration.

Miller, E. & Duarte, G.

University of Texas, Brownsville
Acoma B

Mentoring: Developing a Culture of Scholarship That Matters

When mentoring has been utilized as a means of assisting college students from under-represented and/or under-served populations with appropriate support, and management, research shows that students benefit academically (Wilson & Elman, 2012; Lechuga, 2011; Leslie et al., 2005). Similarly, when faculty engages in practices of sensitivity, relationship building and cultural competence, the university students achieve, persist, and graduate at higher rates. However, there is limited research that has examined how university systems recognize or reward faculty for mentoring students. Mentoring is complex, very time consuming, and involves the faculty in utilizing their academic and personal social skills of building a productive relationship. In addition, the role of faculty mentoring is rarely seen by higher education administration as a means to reduce student attrition, improve academic quality of students, as well as model a culture of mutual scholarship. This quantitative study examined how faculty mentor, and ways in which the university recognized and rewarded mentoring of faculty. For example, is mentoring considered criteria for promotion or merit salary increase? Thirty university faculty members teaching undergraduate and graduate courses completed the twelve-item survey. The preliminary results of this study showed that most faculty are not compensated, rewarded, recognized or awarded for their time, effort, and engagement in mentoring students. In summary, mentoring needs to be examined as an integral role of the faculty in order to build relationships and foster a culture of scholarship in the university setting.

Jones, K.

University of Kentucky
Mirage/Thunderbird

Group Mentoring: A Strategy for Academic Success among Elementary School Youth

The Reading, Writing and Rewards program uses a group mentoring model that provides students who face academic challenges a chance to strengthen their reading, comprehension and writing skills. The program encourages students to read more, which will help them overcome certain obstacles that interfere with their academic success. Students select books and are then required to write a summary to help measure reading comprehension and writing skills. Male mentors meet with a group of 15-20 students once a week to discuss the books they are reading and offer words of encouragement to motivate the students to do their best in school. Although most of the students met with the same adult mentor each week, the group-mentoring model allowed the students to interact with all adults during the program. This has been a successful strategy when certain adult mentors could not attend due to work or other circumstances. As a result of this program, at least 50% of the students have shown improvements in their reading and writing abilities. This project has demonstrated that while not the same as a one-on-one mentoring match, group-mentoring models can also render promising results.

Harris Stefanakis, E.

Boston University
Spirit/Trailblazer

Making Mentoring More Visible With E-Portfolios: Leaders Documenting a Developmental Relationship

Starting in 2007 and now reaching over 7500 students, Boston University is implementing a comprehensive assessment system using an e-Portfolio, a digital collection of evidence, to document the process and products of student's learning over time. Unique to Boston University (BU), e-Portfolios offer students a more personalized

educational experience using multimedia and multiple measures of assessment to collect their work from across the vast aspects of their learning environment: courses, academic programs, extra- and co-curricular activities, internships, and inquiry-based learning experiences. Simply put, students can capture their academic, emotional, and social development over their career at BU in an e-Portfolio merely by logging into the BU email system. The BU e-Portfolio Project, “Making Learning Visible,” provides students with a site to create a digital portfolio of their academic, creative, and curricular work that can be used for their professional and/or academic goals. Moreover, as interdisciplinary programs with internships and mentorships are embedded within the culture of the University, e-Portfolio offers an environment in which the diversity and consolidation of the interactive materials can be showcased. At BU, the community is moving ahead with almost a dozen e-Portfolio initiatives including: the College of General Studies (CGS), The College of Arts and Sciences Writing Program, the School of Public Health, the School of Education, the School of Management, the College of Fine Arts, Medicine and Dentistry programs. This paper summarizes the first years of BU’s e-Portfolio development to provide a context, and then describes how educational leaders use them to document the process and products of their developing mentoring relationship to capture evidence of mutual learning and growth, over time.

Neumann, C.E.

Touro College
Scholars

Physical Therapy Students in Pediatric Sites: What’s Important to Physical Therapy Mentors?

This qualitative retrospective study explored pediatric school-based Clinical Instructors’ (CIs) perspectives regarding their role in the professional development of Physical Therapy (PT) students and how CIs translate their views into action. Methods: Subjects were eight female CIs in a limited geographical setting. In-person, individual, tape-recorded, semi-structured interviews were conducted with each CI. The typed, de-identified transcripts were thematically analyzed, using operational definitions established in previous phases of the study held in different practice settings. In order to increase reliability of the coding process, a separate team of investigators subsequently re-analyzed the eight transcripts to confirm consensus of thematic coding assignments. These researchers concurred with themes assigned previously. Using the established Operational Definitions, five key themes emerged based on the high frequency of response, as well as being discussed by all subjects. The most common themes were Clinical Competence (28%), Instruction/Supervision (15%), Intrapersonal Skills/Attributes (14%), Communication/Interpersonal Skills (11%) and Patient Characteristics & Response (9%). Conclusions: The leading theme addressed by CIs in the school-based setting is clinical competence, which emphasizes the ability to apply one’s knowledge efficiently and effectively and to consistently convey the desire to expand one’s knowledge. The top five themes stressed team communication throughout a wide variety of school settings, and understanding the many perspectives of interacting with children and families. The themes were consistent with all of the profession’s Core Values, especially ‘Excellence’ and ‘Accountability’. Clinical Relevance: The study highlights the need for academic and clinical collaboration in delineating performance objectives for a specific setting. Students entering pediatrics and CIs new to their role can benefit by evaluating the study’s CIs’ perspectives and expectations.

Peltz, I.D. & Studley, E.S.

New York University
Luminaria

Way to Grow! Using Mentor Relationships to Develop Future Dentists

For many years, the dental profession has been attempting to address access to care for underserved populations. Given the assumption that dental practitioners who are members of minority groups are more inclined to render care to underserved populations (ADEA, 2006a), it is incumbent upon the dental educational community to increase the diversity of prospective applicants. In order to do so, students at New York University College of Dentistry (NYUCD) have created mentor relationships with underrepresented high school and college students to cultivate an interest in the dental profession. One such program involves members of the Student National Dental Association, who meet with high school and college students and present information about the field of dentistry. As a corollary to this program, college students are offered an opportunity to observe dental students caring for patients at NYUCD. The volunteers are partnered with dental students who serve as peer mentors. As a consequence of mentoring the volunteers, dental students reinforce their own learning experiences, aiding both prospective and current dental students. The mentor program has been a tremendous success and is recommended by career services advisors throughout the country. Prior volunteers have stated that not only did the mentor relationship solidify their interest in dentistry, but also helped to prepare them for their dental school experience. The use of the mentor relationship between current and prospective students in dental schools is a useful way to develop a diverse population of practitioners, thus hopefully addressing access to care in underserved populations.

Berkovitz, T.

Boston University
Isleta

The Mentoring Trifecta: Course Work, Events & Networking

The advertising program at the Boston University College of Communication is a professionally oriented major with advertising classes in account management, creative development, digital media and consumer insight. Despite the recession, graduates of the program have succeeded in entering the job market at advertising, social media and digital agencies. This is a direct result of strong mentoring, networking and the building of long lasting relationships between the faculty and alumni. The model for success is combining coursework, networking and events to facilitate securing of entry-level jobs for new graduates. AdLab is the student operated ad agency at Boston University. It is a real agency servicing 25 clients each semester. A student Executive Board leads the other students registered in the course who work as account teams at the agency. The experience in AdLab, combined with internships, prepares students for careers in advertising. Every year 12 students are selected to visit New York advertising agencies and meet Boston University alumni. Many of the alumni served on the AdLab EBoard and went on the NY trip. This reinforces the connection between current and past students in the ad program. The college also sponsors Adstravaganza, a large event attended by the ad faculty held every spring in NY for the alumni. Mentoring relationships are reinforced on a regular basis. The connection between AdLab and the NY events creates a strong bond linking alumni, students and faculty. This generates ongoing relationships benefiting students in the advertising program and opening the way for entry-level jobs.

Kolich, E. & Maraist, C.

Benedictine University
Sandia

Mentorship and Mutual Transformation within the Doctoral Dissertation Journey

This paper explores a case study of the mentor-mentee relationship within the Doctor of Education dissertation process. The relationship was characterized by mutual transformation which occurred relative to three stages: advising, mentoring, and partnership as a form of mentoring. The authors describe the three stages and present a model of the mentorship process. They describe the nature of the mutual transformation which occurred and discuss several key success factors which contributed to this process including a learning orientation, positivity, trust, shift in locus of control and creation of a 'safe' space for dialogue. The authors conclude with a discussion of the implications of this model for implementation and future research.

Wright, M.

RAMA Consulting Group
Fiesta A

Getting PUMP'ed: Building a Culture for Mentoring in the Public Sector

Based on the City of Columbus (Ohio) Public Utilities Mentoring Program (PUMP) model, this session will explore the developmental steps necessary to develop a sustainable program model within a public sector environment. In the first initiative of its kind for the city, the PUMP is a department-wide mentoring/professional development program for the employees of the city Department of Public Utilities (DPU). PUMP is a voluntary initiative, open to all levels of the organization. Specific session foci will include the importance of a preliminary organizational assessment, gaining leadership buy-in, development of key messages and strategies for navigating some of the unique cultural issues inherent in public sector organizations. Additionally, panelist will discuss the initial motivations for exploring mentoring within DPU, steps taken to increase organizational buy-in, and lessons learned during the assessment and pilot cycle of the project. The session will further highlight how the PUMP model was designed to develop city employees through a hybrid of training, coaching, and mentoring activities and the importance of allocating adequate time and resources for these initiatives to take hold and gain traction. Additionally, the session will highlight the unexpected advantages of the initiative including increased employee motivation and broader interest in developmental activities, as well as, building better understanding and appreciation for diverse work styles and workplace differences.

Barnett, C.

CGB Associates, LLC
Fiesta B

Mentoring through the Doctoral Journey and the Dissertation Process: Are YOU Ready?

There are several books and programs that assist you through various levels of Graduate education. At times, you may need to speak with someone who is not opinionated and critical. Even though self-actualization may be an avoided action in a mentoring relationship; there are certain aspects that provide accountability and are necessary for your improved performance. Are you honest with yourself? Do you have an accountability partner? An Educational mentor may be that accountability individual. This session will provide some thought provoking questions and relevant answers (only you can provide) that will assist you through the process of making some life-changing decisions.

Tanniru, M.

Oakland University
Amigo

Peer-to-Peer Mentoring with Global Reach

Mentoring students in an educational setting is not new, however a framework that allows three different types of mentoring: pre-college, inter-college and community focused and project based mentoring has not been studied. In this paper, we discuss how a global community of volunteers (students, faculty, and others) provided mentoring support to students from early childhood to pre-college students in subjects such as math, English, and science using material available by Khan Academy (funded by Gates foundation) in India and Ghana. A consultancy program focused on social responsibility shows how college students from an academic institution can mentor community leaders on focused community projects. Inter-college mentoring (seniors mentoring freshman) is quite prevalent. This paper detail how both the pre-college and community-based mentoring can act as two bookends to a comprehensive mentoring program. A web-based platform and community-academic exchange framework can virtually connect those who want to mentor with those who need mentoring, while at the same time allowing mentors to advance their mentoring competencies through knowledge sharing in a virtual setting and in support of a social responsibility mission.

Cortijo-Doval, E.

Virginia State University
Alumni

Self-determination of Post-exile Cuban-American Women in Leadership Roles in the United States

The purpose of this paper is to add to the existing body of literature on women's leadership studies by investigating the self-determination of Cuban women in their roles as leaders in organizations, particularly for those who chose exile in response to Castro's occupation in 1959. The focus of this investigation is to decipher the influences that shaped the self-determination of these women as they excelled and succeeded as leaders of organizations in the United States. Why study Cuban-American women's self-determination? The answer is far from complicated. The choice to expatriate is a defining one. The experiences and struggles of these newly Americanized women have become an intricate thread in the economic tapestry of the United States. Thus there lies a need to understand what role self-determination plays in their lives

as economic leaders. This study provides insight into the culture, values, capital, and experience of Cuban-American women and their drive to lead. Now in a new nation, what motivates them? What is the “chispa” (spark) that drives these women to be self-determined empowered leaders? Through the understanding of the self-determination of this generation of Cuban-American women leaders of organizations, we can begin to understand the cultural context in which this population of women could be more appropriately supported as they influence our economy.

11:00 - 11:45 AM

KEYNOTE ADDRESS

Dr. Tammy Allen
Professor of Psychology
University of South Florida
Ballroom C

Keys to the Development and Implementation of Formal Mentoring Programs

Formal mentoring programs can be an effective strategy for enhancement of employee and student retention, socialization, and diversity development. However, poorly designed and executed programs can do more harm than good. The objective of this session will be to share a set of evidence-based guidelines for implementing programs within organizational and academic settings. Topics to be covered include matching mentors and protégés, selecting mentors, training, and program evaluation. The challenges associated with mentoring and strategies to overcome these challenges will also be covered.

1:00 - 1:45 PM

KEYNOTE ADDRESS

Dr. David Clutterbuck
Co-founder
European Mentoring and Coaching Council
Ballroom C

How Much Do Mentees Need Goals?

There is an assumption in much of the literature on mentoring and coaching that the learner will benefit from having very specific (SMART) goals. But what's the evidence for this. David shares the results of several years' exploration of this topic, which have resulted in the publication later in 2013 of the book *Beyond Goals*. The conclusion of the research is that the processes of goal selection and goal pursuit are much more complex than the textbooks recognize. Goals are typically emergent and evolving so fixing on a specific goal too early may be dysfunctional and even damaging. What's much more important is a sense of shared purpose in the relationship and the creation of a dynamic environment for assessing and engaging with goals. David will also share a range of practical techniques and approaches for helping mentees understand their values and identity, as a precursor to setting goals; and for making complex choices.

CONCURRENT PRESENTATIONS

2:00 - 2:45 PM

Baugh, D. & Willbur, J.
The Live Your Dream Foundation
Lobo A

How Mentoring Rescues and Restores Resilient Learners

The presentation will focus on rescuing and restoring resilient learners in K-12 education with the primary focus being on K-5 early intervention. Among the areas discussed will be how mentoring assists students to overcome negative socio-economic factors and other distractions as long as the mentoring environment allows them to feel cared about, supported, and that their needs are being met. Research will be shared that demonstrates how effective structured mentoring and positive support can lead to positive interactions conducive to learning. The focus of this research is based on a mentoring strategy called Mentoring-Success and will demonstrate to participants how the concepts can be used in their own mentoring efforts.

Lunsford, L.G. & Ochoa, E.

University of Arizona, South
Lobo B

Chicano What? Influence of Culture on Mentoring of New Teachers

Mentoring is an important element of teacher induction programs in the United States. However, the influence of culture on mentoring relationships is understudied. The lack of attention to culture in mentoring is surprising considering the ethnically diverse student population. This paper describes work on the influence of culture on mentoring relationships for student teachers. The study is framed by an ecological systems perspective, which influenced the multi-level data collection from new teachers, their mentors and coaches, and from community members. The results focused on teachers in math and science and the findings highlight four themes. First evidence is provided about the importance of understanding the local, cultural context in which schools were embedded. Second, teachers, even when they were culturally competent, rarely shared that knowledge in their mentoring relationships with student-teachers. Third, student-teachers were often eager to learn about culture but did not know how to engage in those conversations with mentors or with their own students. Finally, results suggest a disconnect between university teacher preparation programs and community needs.

Cowin, K.

Oregon State University
Santa Ana A

Trust, Power & Caring in Cooperating & Student Teacher Mentoring Relationships

This qualitative study uses seven years of survey data, collected from student teachers in a graduate level university initial teacher licensure program, to illuminate student teachers' mentoring experiences with their cooperating teachers during their student teaching internship. Using the constant comparative method of qualitative analysis (Glaser & Strauss, 1967), the survey data consisting of answers to the open form question, "My cooperating teacher could have been more helpful to me by . . ." was analyzed and coded, revealing six primary themes together with foundational themes of trust, power and caring. Examples of student teacher comments are included. The paper concludes with recommendations for using the comments and resulting themes for cooperating teacher education and development.

Hatfield, J.

Kansas State University
Santa Ana B

The Dismantling of Shame through a Mentoring Relationship

Shame does not know a gender, sexual orientation, or racial boundary. Its destructive nature does not discriminate. Shame causes us to hate ourselves and hating ourselves ultimately leads to death of the soul, our very being. Self-hate pain, as well as being the hate object by others, that you are fundamentally flawed can lead to destructive behaviors and many times suicide. Mentors have a profound and unique position when this happens in the life of a person but often times are ill-equipped in knowing how to mentor people dealing with shame.

Donnelly, L.

Kansas State University
Acoma A

Generations: The Changing Dynamics of Mentoring through Four Decades of Experience

The authors have been in an evolving teaching-learning relationship since 1976. While their discipline is ballet, the developmental phases they articulate are universal to mentoring in all fields. The developmental phases of mentoring relationships in the arts include: master/apprentice - the beginning of a training relationship; master/journeyman - the apprentice has mastered many of the skills of the discipline and is beginning professional work in the field yet still relies on the master for advice and guidance; Master/master - the former apprentice-journeyman has become a highly skilled practitioner in the field but maintains an ongoing relationship with the former master (Lipsey, 1988, p. 180-184). At this stage the relationship evolves to encompass both personal and professional areas of friendship while the new master begins to establish master/apprentice relationships with new students. Dance instructors teach many students but only establish mentoring relationships with a few. Of those, only a fraction will span decades. One author had such a relationship with her mentor, the ongoing relationship between the authors is vibrant in its fourth decade, and the other author is currently in her second decade mentoring a former student who is now a journeyman and also in the first decade of working with another student. The authors will share insights about the process of mentoring learned through the evolution of their relationships. Discussion of the types of mentoring skills useful for each phase of a dynamic relationship will encourage others to connect and apply these ideas beyond the arts to their specific disciplines.

Hartigan, B.

University of Saint Joseph
Acoma B

Mentoring Teacher Candidates: The Co-Teaching Model

Previous research shows that co-teaching during the student teaching practicum should be the model used by colleges and universities. This researcher used an open-ended questionnaire, a Likert-type scale survey, and individual conferences to ascertain teacher candidates', cooperating teachers', and university supervisors' perceptions of the co-teaching model's benefits, or lack thereof. The twelve student teachers surveyed represent a small private university in the Northeast and earned degrees in early childhood education, elementary education, and special education. The teacher candidates' cooperating teachers and university supervisors are hired

by the university and are experts in the three afore mentioned fields of education. Findings reveal that pre-teacher candidates, university supervisors, and cooperating teachers all believe that mentoring during student teaching using the co-teaching model is beneficial for both the pre-teacher candidates and students in the classroom if proper professional development is offered and continuous and on-going reflection and planning takes place.

Williams, S.

University of New Mexico
Mirage/Thunderbird

Impact of Relationships among Educators & Instructional Coaches in a Large Urban School District

This study examined the experiences of instructional coaches in their respective relationships with educators at 116 elementary and middle schools in a large urban school district in the American Southwest. Coaches were surveyed to determine the impact and effectiveness of developmental relationships among educators and instructional coaches using an evaluation model described by Guskey (2000). Developmental relationships were defined in part using concepts from Learning Forward's theoretical base and anecdotal literature. Results indicated that coach/educator relationships contribute to continuous educator learning, relational trust, a culture of collaboration, and instructional improvement.

Hill, D.

Abilene Christian University
Spirit/Trailblazer

Mentoring Members in a Professional Association for Leadership Roles

Smaller professional groups have a continual struggle of providing quality leadership within their associations. The Christian Society of Kinesiology and Leisure Studies (CSKLS) is beginning to address this issue. A committee within the association has developed a plan of action and is in the process of implementing the initial stages. The goal is to encourage members to pursue leadership roles within the association. Once these individuals have been identified and show interest in leadership, current and past leaders will begin mentoring efforts to maintain this interest. It is projected that this effort will help retain members and provide quality leadership for the future. Activities and strategies for this mentoring process will be presented and an open discussion will be encouraged to address additional ideas and suggestions. Guidelines for the process will be provided. Professional mentoring is one way to provide an apprenticeship experience for future leaders in the professional ranks.

Keathley, R.

Sam Houston State University
Scholars

Fostering Mentoring Relationships through Service-Learning

Development programs for first- and second-year faculty at the University of Texas-Pan American, a Hispanic Serving Institution in south-most Texas, include a year-long series of workshops and presentations for first-years (instituted in 2007) and an abbreviated program for second-years (started in 2009). Participants' feedback is continually sought, and while faculty report high levels of satisfaction with both programs, their suggestions for improvement generally focus on increasing practical, discipline-specific knowledge and hands-on/experiential activities. The varying size and disciplinary make-up of each cohort poses a challenge for creating programming that is relevant across academic fields; another challenge is the existing format of development activities, where we invite experts (either internal or external) to deliver workshops or presentations on topics deemed important to the success of early-career faculty. We realized that experiential learning practices offer a way to transform the delivery model of faculty development, better meeting the needs of new faculty while ensuring they have ready access to essential information. One burgeoning trend that we will model for faculty development is the "Flipped Classroom" approach, which inverts lecture-based classes by presenting the information conventionally offered in the classroom in advance of class meetings, through video or web-based technology, thus freeing class time for the hands-on problem-solving activities. In this paper, we present the revision of our first-year faculty development program based on the flipped-classroom model. Information will be "pushed" to faculty through web-based resources and pre-circulated readings, while face-to-face meetings will be devoted to discussions, hands-on activities, and applications.

Doser, D.

University of Texas, El Paso
Luminaria

Mentoring to Strengthen the 2-Yr to 4-Yr College Pipeline of Geology Students

Although the geological science discipline at El Paso Community College (EPCC) offered popular introductory geology courses for decades, most EPCC students interested in completing an undergraduate degree in the geological sciences at the University of Texas at El Paso (UTEP) faced many obstacles to success. The transfer process was haphazard, students were often poorly advised and the curriculum between institutions was poorly articulated. Less than one transfer student a year was able to complete his/her B.S. degree at UTEP. In 2008 EPCC faculty began a pilot program to involve their students in paid research projects that were directed and mentored by UTEP faculty. A concentrated effort was also made to standardize introductory curriculum across the institutions and share successful teaching/mentoring strategies between faculty. This informal mentoring program grew into a 2 year formalized research program supported by NSF that involved EPCC students participating in research projects with UTEP faculty and undergraduate (preferably transfer students) mentors. Since the initial pilot program began in the summer of 2008 over 20 students have entered the A.S. in Geological Science program at EPCC with about 10 students continuing to UTEP's B.S. program and 2 currently in graduate programs. Growth of student interest at EPCC has led to expansion of their offerings in the geology courses, enabling even greater ease in transferring to UTEP. Our challenge at present is to continue to find sources to support the undergraduate research component of the program and to further strengthen the program's mentoring component.

Rice, C.M. & Agbor, S.

Nova Southeastern University

Isleta

Mentoring as a Tool for Developing Self-Efficacy in Children

This study examines mentoring workshops and activities that were used to develop efficacy skills in conflict resolution, diversity awareness, and cognitive and practical skills. The research considers cases in which mentoring programs were established according to a multi-tiered approach to reaching at-risk children in primary and secondary schools, reared in impoverished families. Professionals and university students mentored the children as part of a university and city interface project. The research explored the use of workshops in various urban communities, educating schools and institutions on how to develop and empower their children. Mentoring was used as an essential tool to build social networks between the children and their mentors, and also in assisting the children to gain skills that would heighten their self-esteem as students and as contributing members of their societies. Two programs that were part of prior studies were examined for comparative purposes. The research findings show that mentoring requires participants to become actors in community building with the purpose of ensuring that the social system functions as one unit, whose subsystems and actors are interdependent irrespective of their position or role in the system. The findings from the programs may shed some light on how to assist children in developing self-efficacy skills, conflict resolution, and community building, thus teaching them about accepting cultural differences, improving their behavioral and academic performance, and managing conflicts.

Kane, K.

University of California, Los Angeles

Sandia

Getting From Here to There: Youth Mentorship in a Progressive Summer Dance Theater Program

In dance and the performing arts geared for high school-aged youth, both short-term benefits and longer-term positive outcomes can occur when a progressive multi-disciplinary program seeks to not only provide training in the performing arts but also offer a transformative, life-changing “peak” experience that provides built-in, and ongoing, mentorship. A summer performing arts program set at a college or university site is an ideal site to implement a sequence of creative and social activities that offer high school youth daily activities in intercultural arts training, inter-generational dialogues, human relations activities, creative collaborations, and ensemble performance practices can establish a foundation for significant partnerships and mentorships to materialize. The dance and performance material generated can directly reflect upon and represent the developmental relationships that are initiated and developing throughout the program’s creative and social processes. By including a core staff of program counselors who attended the program when they were in high school, the program model provides potent possibilities for such meaningful relationships to take hold. A program with such comprehensive pedagogical strategies and goals can set the stage for developmental relationships to expand and flourish well beyond the actual program. This paper/ presentation uses the UCLA Summer High School Dance Theater Intensive program as a case study of a progressive summer performing arts program that positions developmental relationships as one of its core values.

Leinung, E., Egues, A.L. & Donsky, M.S.

New York City College of Technology of CUNY

Fiesta A

Transforming Perspectives on Health, Illness and Healing

Developmental relationships, either formal or informal, exist where individuals take active interest in, and begin to advance the development of, other individuals. However, these types of relationships among faculty members within the allied health and humanities departments may be especially challenging to forge. Allied health curricula are constricted by strict licensure requirements, so that the humanities are largely absent from the education of students. Supported by a one-year-long project funded by the National Endowment for the Humanities, faculty from allied health and humanities departments within an Hispanic-serving institution have successfully developed uniquely reciprocal interactions in their quest to discover different lenses through which to see medical practice. Through creative approaches to dialogue between different orientations and traditions, faculty from the humanities have served to guide faculty from allied health to more thoughtful, culturally competent, and ethically aware practice through better understanding the variables of philosophy, values, and culture. This presentation shall address the especially meaningful relationships cultivated among the faculty participating in the project. These relationships are imbued with the potential for transformative influence upon new ideas, and best high-impact practices, for use by educators looking to broaden relevance in the culturally diverse contexts in which they teach and work.

Mitchell, R. & Qubbaj, A.

University of Texas, Pan American

Fiesta B

Flipping Faculty Development: Experiential Learning in Faculty Support Programs

Development programs for first- and second-year faculty at the University of Texas-Pan American, a Hispanic Serving Institution in south-most Texas, include a year-long series of workshops and presentations for first-years (instituted in 2007) and an abbreviated program for second-years (started in 2009). Participants’ feedback is continually sought, and while faculty report high levels of satisfaction with both programs, their suggestions for improvement generally focus on increasing practical, discipline-specific knowledge and hands-on/experiential activities. The varying size and disciplinary make-up of each cohort poses a challenge for creating programming that is relevant across academic fields; another challenge is the existing format of development activities, where we invite experts (either internal or external) to deliver workshops or presentations on topics deemed important to the success of early-career faculty. We realized that experiential learning practices offer a way to transform the delivery model of faculty development, better meeting the needs of new faculty while ensuring they have ready access to essential information. One burgeoning trend that we will model for faculty development is the “Flipped Classroom” approach, which inverts lecture-based classes by presenting the information conventionally offered in the classroom in advance of class meetings, through video or web-based technology, thus freeing class time for the hands-on problem-solving activities. In this paper, we present the revision of our first-year faculty development program based on the flipped-classroom model. Information will be “pushed” to faculty through web-based resources and pre-circulated readings, while face-to-face meetings will be devoted to discussions, hands-on activities, and applications.

Frazzini, R.

University of Minnesota
Amigo

What Do I Do Now? Impact of a New Training Program on Transformational Mentoring

Concepts derived from past research presented in the University of New Mexico's 2012 Mentoring Conference paper "Creating a Mentor Training Program for Transformational Mentoring in the University of Minnesota Leadership Programs" led to the creation of a new training program for Transformational Mentoring. In this paper, third in our ongoing study of Transformational Mentoring, we discuss the results of that training program based on new surveys that complement last year's work. As in previous research, the framework for our study incorporates Sharon Daloz Parks' three broad developmental concepts: "(1) becoming critically aware of one's own composing of reality, (2) self-consciously participating in an ongoing dialogue toward truth, and (3) cultivating a capacity to respond—to act—in ways that are satisfying and just" (Parks, 2000, p. 6). The survey participants again represent three co-curricular leadership programs that are open to the university at large: First Year Leadership Institute, LeaderQuest and the Tom Burnett Leadership Program. Each participant has a mentor selected from senior students, faculty, staff and community, representing a variety of professions for interdisciplinary development. The training approach is highly interactive and participatory, including experiential mentoring simulations. Tools and resources used in the training will be made available to all. We believe that the maturing training program helps all mentors to be effective in establishing a developmental relationship leading to a transformational experience, and the achievement of Parks' goals.

Ayodele, Y.

International Mentoring Agency
Alumni

Four Cardinal Ways of Holistic and Most Impacting Mentoring Best Practices

This discussion is based on a religious mentor's methods of holistic mentoring, "Those things which you have learned, received, heard and seen in me do..." (The Holy Bible, 1982). Effective mentoring of any kind for maximum impact is through — teaching for learning, giving for receiving, saying for hearing and showing for seeing by a resourceful and committed mentor to a serious-minded mentee. Professional-know-how is however most vital in any mentoring programme. The quoted mentor tasked his mentees to do (essence of mentoring) i.e. to put into use all they have learned, received, heard and seen in him. The paper practically and in strong terms discusses the best ways (to make) mentees can maximally learn, receive, hear and see. Essentially, a mentor should always have what to teach, give, say and show: How to bring these about is resourcefully discussed, since it is for these reasons someone is made a mentor, or one makes self a mentor. Bringing his experience to bear, the author practically and professionally discusses what each entails, pointing out what to teach — how to, whom to and when to; what to give — how to, whom to, and when to; what to say — how to, to whom, and when to; what to show — how to, whom to and when to. How to make the most of the training relationship by both parties is resourcefully discussed.

3:00 - 3:45 PM

Kuuskoski, J.

University of Missouri
Lobo A

Mentoring Personal Career Plans in the Arts: A Practical Introduction

What does it take to build a sustainable career in the arts today? Recent music education and arts entrepreneurship research has indicated the importance of incorporating entrepreneurial skills into professional arts training. In addition to fostering better professional outcomes for graduates, these trends point towards the importance of the student-teacher relationship as a catalyst for exploring and developing the career planning process. Mentorship is a natural driver for this subject because pupils learn to develop their philosophies about their artistic practice primarily from their teacher-student relationship. They rely on this relationship to develop an artistic vision, skill set, and network. However, rather than mentoring students towards professional goals alone – such as getting a job, attending graduate school, or graduating with a music degree – by developing an outcomes-based plan students are better equipped to affect measurable societal, cultural, and economic impacts, and with it gain professional viability. A Personal Career Plan of this nature must be individualized, and can be especially difficult without a practical framework. This session will provide an introduction on how to integrate Personal Career Planning into the teaching of pre-professional arts students. The paper will explore: The three key elements of career planning: visioning, skill building, & networking and how to formulate a Personal Career Plan outline.

Brown, K.

University of Illinois, Chicago
Lobo B

Promoting Positive Social Development among African American Boys

Numerous studies have examined mentoring relationships and their consequences for youth development (Rhodes and DuBois, 2008). DuBois and Silverthorn (2005) found that those who reported having had a mentoring relationship during adolescence exhibited significantly better outcomes within the domains of education and work (high-school completion, college attendance, employment), mental health (self-esteem, life satisfaction), problem behavior (gang membership, fighting, risk taking), and health (exercise, birth control use) (Rhodes and DuBois, 2008). Currently, research focusing on mentoring programs of African American fraternities does not exist. Also, limited research is available on mentoring programs and the characteristics that influence the relationship between the mentor and youth. For this study in progress, I am examining the role of a mentoring group, in this case, a fraternal organization with the objective to promote positive social development among African American boys. Data collection for this study includes transcripts from observational notes, interviews, and focus groups. A Self-Perception Profile for Children and the Mentor Youth Alliance Scale (MYAS) will also be administered to the mentees. The data will be analyzed to identify the variables that affect the 30 mentees' participation and positive social development in the fraternal organization's mentoring club.

Thomas, S.

University of Nebraska, Lincoln
Santa Ana A

Systematizing Effective Mentoring through Cohort Cross-talk

Between academic preparation and in-service practice—where one in three teachers quit within their first three years of teaching—teacher education programs often miss critical opportunities to reinforce professional identity formation through supportive efforts. Relying too heavily upon state and school district involvement to bear induction responsibilities has not successfully addressed this attrition crisis. (Ashdown, 2006; Assuncao Flores, 2006; Berliner, 2001; Blandford, 2001; Brookfield, 1995; Burgess, 2001; Carroll, 2007; Hammerness, 2001, 2005; Hancock, 2001; Hayes, 2006; McCann, 2005; Wang, 2006; Wood, 2006; Yendoel-Hoppey, et al 2006). This paper addresses Beista's (2004) gap—the place where education takes occurs, is critically needed—at the university level in a timely, growth-producing way to realize greater induction continuity and teacher efficacy. The University of Nebraska-Lincoln's Secondary English Education program incorporates cohort cross-talk experiences to reinforce agency and efficacy. Through strategic, sustainable methods that aim for systematic and coherent teacher induction, we aim to extend our mentoring reach. This paper explores three major areas in which cohort cross-talk is implemented to facilitate a more effective induction process in our students' pre and in-service years. Cross-talk methods include cross-cohort classroom interactions, blogging discussions, field experience shadowing, in-service semester workshops and linked e-communities, and in-service research circles. Descriptions of these methods and how their inclusion aligns with research and programmatic potentials are fully explored in an unabridged paper version.

Lakind, D.

University of Illinois, Chicago
Santa Ana B

Mentoring Relationships in Context: Perceptions and Experiences of Paid Mentors

Few studies focus on the contexts in which youth mentoring takes place, or on mentors' place within the existing constellation of relationships in mentees' lives. Further, few studies explore how mentors' perceptions of youth's other contexts and relationships may relate to their fulfillment of the mentoring role. This qualitative study draws on interviews conducted with mentors in a program in which full-time paid youth workers serve as long-term mentors to small rosters of at-risk youth, and work extensively with schools and families. Using grounded theory, we examined how mentors' perceptions of program youth and their environments informed their descriptions of their mentoring role: the nature of their involvement, their influence, and. Mentors emphasized environmental risks related to schools, families, and neighborhood, or interactional risks with risks present on individual and environmental levels. Protective factors were characterized largely as individual, related to youth's social skills and emotional strengths. Mentors' perceptions of risks and protective factors informed role definition, with one-on-one relationships with youth a primary focus, but import also ascribed to extensive involvement with families and schools. Involvement facilitated influence in many ways. The tension between competing demands impacted efficacy and burnout.

Callahan, M.

University of Oklahoma
Acoma A

Mentoring Communities for Academia Outreach Design Projects

After a decade of experiences visioning, dialoguing, collaborating with communities in a multitude of planning situations, the lessons assembled here emerged chronologically, by locations, stops and then, serendipitously, by parallel recall of other venues' significant points. As a practicing architect and educator in the field, work with communities reconfirms what a crucial role the architectural dialoguing and visioning can play in addressing the unique needs of all communities as they confront planning. During my career as private practitioner, and then as a professor of studio and professional practice in academia, I have had a stream of experiences and dialogues with cities, suburbs, communities and rural towns about a wide array of architectural and planning challenges and opportunities. These experiences taught me the importance of understanding such processes as: (1) Observation (2) How to Communicate to and Visualize the Plan to the Community: Scaled Physical Model as Best Modality (3) Pre-work Dialogue (4) Phases of the Architectural-Community Processes (5) Grant Strategizing (6) Participants and Stakeholders (7) Hindsight While working with different municipalities has made me realize that a "one size fits all" approach does not work, my journey convinces me that certain core issues arise in each architect/planner community exchange. In what follows I describe a suggested "basic tool kit/treasure chest" of strategies and observations for successfully working and communicating with diverse communities. From my academic perspective, I hope it demonstrates at the same time why architects and the work we do is vitally important to the quality of our lives.

Barnett, S. & Getz, D.

Indiana University
Acoma B

Holistic Developmental Relationships for Successful Minority Scholars

Developmental relationships are essential to the healthy transition of all individuals. This is especially true as students transition from high school, to and through college, and as they move on to their professional life beyond college. At Indiana University, we have over 800 high-achieving underrepresented students who make up the Hudson and Holland Scholars Program (HHSP) and have found success in providing a variety of programs and services to assist these transitioning students utilizing a holistic framework based on student success. The Holistic Philosophy of Scholar Success (HoPSS) program is built as part of a partnership with the IU School of Public Health-Bloomington. It engages students individually and in groups through a variety of educational programs based on the six dimensions of wellness. Proposed by Hettler (1976), these six include the: physical, emotional, intellectual, social, occupational and spiritual dimensions. The program acknowledges the scholar as a whole person with dynamic relationships who possesses the characteristics of successful students (Downing, 2011) and delivers programs utilizing a public health lens. This paper provides specific components of the HoPSS model, evaluation tools and results. The hope is to share our model, allow for discussion at the Mentoring Conference 2013, and initiate ongoing conversation about how to support relationship development among high achieving underrepresented students.

Cortijo-Doval, E.

Virginia State University
Mirage/Thunderbird

Self-Determination in Transition Planning from School to the Workforce for Young Hispanic Adults with Disabilities

The literature on self-determination in the United States demonstrates that students with disabilities who are in transition from high school to adulthood benefit from instruction and supports till the development of their self-determination skills (Wehmeyer & Schwartz, 1998; Field, Martin, Miller, Ward, & Wehmeyer, 1998b). However, there is minimal reference in the literature to what role self-determination plays in the lives of Hispanic students with disabilities who are transitioning from school to adulthood and work. A qualitative method with a case study design was used to conduct this investigation. The data was collected through document analysis, in-depth interviews, and direct observations. The ecological theory (Bronfenbrenner, 1979) was used as the framework for this study because this theory looks at a person's development within the context of the various relationships that form a person's environment: family, home, school, parents' work, and the larger cultural context. The results include findings on how students with disabilities from a Hispanic background in transition develop and acquire their self-determination skills knowledge, and competencies within a society in terms of the guidance, support, and structure they receive from their environment. Though students from a Hispanic background still need many of the same transition-related supports and services, they differ from other students in many significant ways. While self-determination continues to be an important determinant for successful transition services, there are critically different ways that self-determination is operationalized, as well as different supports they require in order to facilitate their self-determined transition planning.

Rice III, G.

George Washington University
Spirit/Trailblazer

Approach One to Coach One: Benefits of Peer Mentoring Programs in Higher Education

Regardless of the size, location, cost and reputation of American colleges and universities, there are two important common factors that each institution must make a priority; retention and timely graduation of students. These factors shouldn't be highlighted just so that schools can maintain their respective pristine academic reputation. Rather, these factors should be highlighted because getting into college is easier than returning to and graduating from college on time these days. Why? The problems range from financial hurdles from year to year, to academic fit and size, to geographic location and overall campus climate and how that translates into providing an above average to excellent rating for John Q Student's college experience. Unbeknownst to most, students should be considered the most valued customer and resource on campus. It is the job of each institution to ensure that customer satisfaction is the number one priority and that student from diverse ethnic, cultural, and socioeconomic backgrounds feel supported, included and valued. This presentation investigates best practices for reaching, involving, supporting and empowering multicultural students by utilizing a peer-mentoring program as a retention and graduation tool. During this presentation attendees will learn about existing and evolving peer mentoring programs and theories that are not only instrumental for academic success, but play an integral role in the holistic development of effective leaders before they embark on their respective professional endeavors.

Brimmer, A.

Nova Southeastern University
Scholars

Mentoring for Change in a Unique University: Alternative High School Collaboration

This paper outlines a unique mentoring collaboration between a joint-use community-university library, a university branch of the American Association of University Women (AAUW), and PACE Center for Girls Broward, Florida, "a non-residential delinquency prevention program, targeting females 12 to 18 who are identified as dependent, truant, runaway, delinquent, or in need of academic skills" (PACE, 2013). The collaboration has provided much-needed support for PACE girls and women college students who are primarily first generation and minorities at higher risk of not earning their college degrees. Anecdotal evidence and pre- and post-surveys indicate all students gaining an increased understanding of their personalities, values and strengths. Students, faculty and staff report students have and show a stronger sense of self-confidence and commitment to their education.

Binson, D. & Lightfoot, M.

University of California, San Francisco
Luminaria

Mentoring Early Career Investigators in HIV/STI Health Disparities Research

To build research capacity for early-career socio-behavioral faculty conducting HIV/STI research in underserved communities and to enhance diversity in the scientific workforce, we conduct a training program for visiting professors (VPs), started in 1996. In this intensive research education and mentoring program, VPs are in residence at the UCSF Center for AIDS Prevention Studies (CAPS) for six weeks for three consecutive summers. Crucial features of the program include funding to conduct pilot studies and joint commitment of mentors and VPs to immerse themselves in formal seminars, one-on-one mentoring meetings, and protected writing time. Guided by Entrepreneurial Developmental Network Structures (EDNS) and Social Cognitive Career Theory (SCCT), we developed a team mentoring approach that goes beyond the classical dyadic mentor-mentee pairing while retaining the advantages of a single "go to" mentor to help synthesize feedback from multiple mentors and fellow VPs. The diversity of mentors and VPs enhance problem-solving capacities and options by increasing the breadth of knowledge, skills, and available contacts. Mentors and VPs collaborate to identify career goals and implement the steps by which broad theoretically-driven research ideas are refined into feasible projects. Data are analyzed for conference presentations, publications, and preliminary data for grant proposals. VPs are guided through the process with rigorous yet self-affirming feedback designed to simultaneously teach grant-writing and research skills. These efforts have resulted in 55 VPs securing over \$160 million to conduct significant studies, publishing over 640 articles, launching innovative programs of HIV/STI prevention research, and establishing themselves as independent investigators.

Eason, C.

University of Connecticut
Isleta

The Impact of Role Models and Mentors within the Athletic Training Profession

Context: Modeling work-life balance (WLB) and sharing common WLB philosophies has been identified as important in the athletic training (AT) profession. The departure of females from the profession has been empirically linked to the desire to strike a balance between personal obligations, family needs, and work responsibilities. Objective: A brief summation of current research on role model and mentor impact on ATs and practical recommendations on how to increase role model exposure to female ATs in particular. Background: The importance of role models in professional character formation is regularly identified. However, a lack of mentoring may attribute to career success deficiencies, especially for women. Description: Role models and mentors differ in that mentors are senior members of a group who deliberately encourage younger colleagues in their careers. Often mentoring includes role modeling. Role models teach predominantly by example and help form professional identity and commitment by way of promoting observation and comparison. Clinical Advantage(s): Employee retention strategies are essential in motivating employees to remain with organizations and contribute effectively. Enhancing role model/mentee relationships may be an effective and prudent way to increase retention within the AT profession. Conclusion(s): Mentors and role models are valuable instruments for perseverance in the AT profession. It is imperative for supervisors to realize their potential impact on employees as they lead by modeling behavior. As more ATs maintaining WLB are available to serve as role models, it is conceivable that attitudes of other ATs may start to change and that AT students may perceive WLB as attainable.

Filer, J.

University of Central Arkansas
Sandia

Developing Dispositions of College Students through Mentoring

Faculty members are increasingly challenged by the lack of dispositional strengths among their college students. This challenge is complicated by faculty members who question should they work to influence students' dispositions, and how might they help students develop dispositions. Based on Mezirow's (1991) transformative learning theory, and Krathwohl, Bloom and Masia's (1964) Affective Hierarchy, this article addresses those questions by encouraging faculty members to engage in the Faculty Transformation Process. The Faculty Transformative Process is comprised of five steps—acknowledge, assess, analyze, assimilate and action. Together these steps support faculty members in first acknowledging a dilemma exists, and then, working on an action plan to build sustainable and affirming relationships with college students through mentoring and professional development. The goal is to influence students' thinking about, and valuing of, dispositions that will impact their lives beyond the college classroom.

Smith, S.

University of Texas, Austin
Fiesta A

The Importance of Relationships for African American Female Executives at PWIs

Researchers have found that African American female professionals working in higher education experience an insider/outsider phenomenon (Aronson & Swanson, 1991; Collins, 1986; Lorde & Clarke, 2007). This phenomenon referred to an experience of being physically allowed to enter a place, but to not be recognized in the space. Applying this analogy to higher education, although African American female senior-level executives have access to the institution, they were not comfortable or accepted in the environment. As a result, Black women experienced isolation, discrimination due to racism and sexism, and a lack of support in career development as compared to their male and White colleagues (K. Allen, Jacobson, & Lomotey, 1995; Carroll, 1982; Collins, 2000; DuCille, 1994; Etter-Lewis, 1991; Fleming, 1984; James & Farmer, 1993; Johnson-Bailey & Cervero, 1996; Loder, 2005; Lorde & Clarke, 2007; Moses, 1989; Mosley, 1980; Myers, 2007). Through this study of African American female senior-level administrators at predominately white institutions, one finding was the importance of relationships in mitigating these challenges. The participants stressed that relationships were critical to having positive experiences at the predominately white institution and counted mentors, allies and partnerships as essential. Cultivating cross-gender, cross-racial relationships were necessary to achieve both professional goals and changes in university culture. In this presentation, I will present findings related to the importance of both same-gender, same-race mentoring as well as cross-gender and cross-racial mentoring for these administrators.

Hough-Everage, A.L. & Stackelhouse, M.

Brandman University, Chapman University System & Excelsior Charter Schools
Fiesta B

Ideas from One Campus that Work for Successful Developmental Relationships

Institutions of higher learning require that faculty and other select staff engage in community service or outreach activities. We wanted to identify the varied ways that this was being accomplished and determine how the activities provided a crosswalk to creating effective developmental relationships that support the sustainability of the university in the local community. If university faculty and staff engaged in outreach activities with the identified groups, it was important to know that offers from the university to provide services to the groups would be accepted and viewed in a favorable manner, or, that the groups listed would interact in ways that benefited the university. The authors compiled a listing of the following groups that were included in the community service and outreach efforts: other higher education institutions, school districts, schools, businesses, and community organizations. The research conducted was collaboration among one faculty member, one adjunct instructor, and one staff member from the university, two administrators from two local school districts, and a member of the local Rotary Club. This was coupled with evaluating quantitative data from meetings with groups, interviews and conversations. This information will be shared with other campuses in the distributed system of the university to provide examples of successful community service opportunities that result in effective developmental relationships.

Boettcher, C. & Hammer, J.

Texas A&M University

Amigo

Mentoring Students by Subtracting Stereotypes while Studying-Abroad: A Case Study

Since 2006, undergraduate education students from Texas A&M University have traveled to many countries in Europe and China following intensive preparation courses in which they study and research the literature, art, history, and culture of a particular country. These trips involve working in schools with students from other countries and touring and visiting sites of historical significance. Students are required to write a reflection on how these experiences have changed their stereotypes of other cultures and helped them to be prepared to teach in diverse settings. These personal stories of their changed beliefs are significant in a global teaching milieu.

Flores, B. & Claeys, L.

University of Texas, San Antonio

Alumni

Culturally Efficacious Mentoring within a Community of Practice

We suggest that mentor novices necessitate a transformational journey promoting anti-dialogical thinking. The Academy for Teacher Excellence's field-tested culturally efficacious mentoring model, situated within a socioconstructivist-transformative lens, will be shared. As we move through the 21st century into a more diverse world, are we ready to embrace the notion that we must transform our practices to meet learners and teachers needs alike? Too often, teacher preparation programs, through their limiting actions or lack of attention, do not engage in transformative practices (Flores, 2008). To prepare teachers for diverse settings, we must be bold and innovative in developing support structures to enhance teacher preparation. Providing culturally and linguistically sensitive induction programs for beginning and career teachers is imperative for this changing world. These support structures must be transformative, sensitive, and responsive to deal with systemic change. Such induction programs are based on a clear understanding of this reality, a transformative vision and a plan of action. An overview of a field-tested model for the preparation of culturally efficacious mentors is presented.

4:00 - 4:45 PM

Navarra-Madsen, J.

Texas Woman's University

Lobo A

NSF Scholars Mentoring Program and Its Impact in Broadening STEM Participation

The America COMPETES Act was signed into law in 2007 and reauthorized in 2010 to invest in innovation through research and development, and to improve the competitiveness of the United States. The National Science Foundation (NSF), the only federal agency whose mission includes support for all fields of fundamental science and engineering, is given the task of expanding and advancing America's STEM-trained workforce. Texas Woman's University (TWU) was awarded two consecutive four-year grants* (2008-2012, 2012-2016) by the National Science Foundation to provide scholarships to academically-talented but financially-challenged students majoring in the disciplines of science, technology, engineering, and mathematics (STEM). This paper discusses the following: (i) an overview of the scholars' mentoring program required of institutions awarded these scholarship grants; (ii) the influence of cohort formation and mentoring in broadening participation of underrepresented minorities and women in STEM fields; and (iii) the impact of the NSF STEM scholarship program and mentoring activities in increasing access, providing academic support and improving STEM degree completion rates of economically disadvantaged students.

LaRosa, J. & Rios, E.

Drexel University

Lobo B

Personal Leadership Development Using an Experiential Model

A long time tenet of Philadelphia's Drexel University has been the utilization of experiential learning. At the LeBow College of Business, we have designed a program for high performing upperclassmen student leaders that allows them to develop their interpersonal skills and their leadership while actively leading, reflecting on and applying theory. The Undergraduate Teaching Assistant (UTA) and Peer Leader (PL) programs in the LeBow College of Business were developed over 15 years ago to provide leadership growth opportunities for its undergraduate upperclassmen and mentoring benefits for incoming freshmen students. It is within this program that the experiential leadership development model has been applied. It consists of four interlocking parts; 1. Theoretical exposure and understanding; 2. Personal reflection 3. Practiced analysis and 4. Active application. Throughout the programs, students are encouraged to strengthen their understanding of themselves. One of the core beliefs of the programs is "The first person you lead, is yourself" as stated by John Maxwell. Personal exploration and integrity are stressed as students determine "Who they are and who they are becoming". Various assessment models including AccuMax and Strength Finder 2.0 are used to help students gain additional understanding of their strengths and weakness which next leads to the development of personal improvement plans that they implement within the confines of their leadership roles in the classroom. The current TA and PL programs have had tremendous success in the LeBow College of Business, and have been modeled both within the university and at other institutions.

Hill, S.L. & Burgess, M.

University of Calgary
Santa Ana A

Collaborative Partnerships: Pre-service Teachers and Professional Practice

This paper will focus on the way in which pre-service teachers in a newly organized Bachelor of Education program collaborate in order to support their own learning in a four-week field experience placement. Pre-service teachers are placed in pairs in a classroom setting together with a professional teacher who guides and mentors their emerging pedagogical practice. The emphasis for the placement is on a growing ability to act thoughtfully in the classroom and within the school community, and on acquiring a deeper understanding of learners and of the enactment of curriculum and pedagogical relationships within a whole class context. This innovative pairing of pre-service teachers in the field reflects the core philosophical framework for the new teacher education program at the University of Calgary. While the classroom teacher is an integral partner in the development of professional dispositions and pedagogical knowledge in pre-service teachers, this paper takes up the ways in which the pre-service teachers support and challenge each other while moving towards individual competencies. The Learning Partnership Model (Baxter Magolda, 2004, 2009, 2010) provides the framework for this examination of student learning and development. This model and the three principles that inform it, suggest a way to understand the engagement of pre-service teachers with their teaching practice, their professional identity and the resulting shift as they begin to create and author their beliefs and values.

Platt, S., Davis, T. & Maher, M.

University of South Carolina
Santa Ana B

The Role of Mentoring in Minority Professional Identity Development

This study illuminates the role that faculty mentoring plays in shaping the pathways to success and professional identities of doctoral recipients of color both during and after their degree programs. The authors utilize doctoral recipient survey data collected in the late 1970's through the mid 1980's at an elite university and follow-up interview data collected decades later. Study participants are minority doctoral recipients who are now high-profile professionals. Although numerous studies address the critical need to better understand the experiences of doctoral students of color at predominantly White institutions and their subsequent career paths, there remains a need for more research in this area particularly research that is longitudinal in nature. This study addresses this void in the literature by capturing the stories of triumph and frustration of these doctoral degree recipients of color related to their mentoring relationships.

Harper-Dorton K.

Virginia University
Acoma A

Campus/Community Collaborative: Mentoring Families for Greater Self-Sufficiency

Demands for services, employment, and housing assistance are accompanied by needs for assistance with training, job preparedness and employment searches whenever families drop off assistance in rural and low-income areas. Given few resources for assistance and challenges of transportation in rural counties, many families regularly come to the attention of the local network of community-based service agencies. This presentation reports a campus/community collaborative formed to build human capital at the community level and empower rural, low-income families to become more self-sufficient. Definitions and examples of mentoring in the literature in education, business, counseling, foster care, youth services, diversity, disabilities, and nursing confirms the likelihood that mentoring has the potential for effective and efficient service delivery to families in need of role models, support to improve their standard of living, and the likelihood to benefit self-esteem and family functioning. Family Mentoring for Self-Sufficiency is built on the premise of practicability in that mentoring is affordable, requires minimal training of service providers, and is deliverable in homes and communities. This PowerPoint presentation shares the project through five phases: Public Education and Funding Development; Curriculum and Training Development; Recruiting, Training, and Hiring, Delivering Family Mentoring Services to Families; and Employment and Self-Sufficiency. Project outcomes include qualitative feedback from mentors who completed training; and anonymous survey responses from 50 of 72 mentee families concerning program usefulness, personal and family well-being, and impact on parenting behaviors. This mentoring project is innovative and replicable in many settings and with diverse client populations.

Niebuhr, V. & Szauter, K.

University of Texas, Medical Branch
Acoma B

Curriculum Vitae and Educator Portfolio: Mentoring Junior Faculty to Academic Promotion

The curriculum vitae (CV) is a mainstay for academicians as a record of career activities (employment, credentials, publications, contributions, significant achievements). Complementary to the CV, the educator portfolio (EP) is a more detailed record of quality of one's work and generally includes samples, activity details, and most importantly, a self-reflection on one's work. At the University of Texas Medical Branch, the Academy of Master Teachers offers mentoring on the development of CVs and EPs. Mentoring methods include workshops, individual consultations, and pairings with master teachers. Our EP template incorporates principles from the Association of American Medical Colleges Group on Educational Affairs Consensus Conference on Educational Scholarship (Simpson et al., 2007). EP sections mirror Glassick et al.'s (1997) criteria for educational scholarship: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. In mentoring, we emphasize best practices for CV and EP development and avoiding common mistakes. We believe that a sound CV and EP can help reflect the good work of the faculty member and that the process of building the CV and EP can stimulate the academician to focus, fill in professional gaps, and turn interests and everyday activities into scholarship. This presentation outlines our mentoring activities and includes recommendations for mentoring on CV and EP development.

Han, B.

Utah Valley University
Mirage/Thunderbird

Mentoring as Part of the College Experience

In today's world, community college students are in need of a competitive edge that sets them apart. The Center for the Advancement of Leadership at Utah Valley University, a state university that houses a community college, has created an engaged learning leadership certification program in which students gain theoretical and hands-on leadership experience. One of the key hands-on opportunities in this program is a mentoring opportunity. This program is founded in Komives research on student leadership, Chickering's model of the Seven Vectors, research on mentoring and student leadership by Campbell, Dugan, Komives, and Smith, Fischler's and Zachary's approach of putting the mentee in the driver's seat, as well as many other well researched perspectives. During a student's first year in the program they are assigned to a small group of first year students and to a mentor. The team meets together once a month and allows students to learn the importance of mentoring and how to best take advantage of mentoring opportunities. Students in their second year of the program learn to find their own mentor and have the opportunity to seek-out and meet one on one with this individual throughout the academic year. The Center for the Advancement of Leadership has found the impact of these relationships lasts far beyond time spent in the program.

McWilliams, A. & Goldwasser, E.

Wake Forest University & Duke University
Spirit/Trailblazer

Building Intentional Mentoring into Co-Curricular and Extra-Curricular Experiences

This paper explores opportunities to build intentional mentoring relationships into co-curricular and extra-curricular experiences, including internships, service opportunities, and student leadership programs, to increase student learning and development of personal and professional skills. The paper examines when mentoring should be included, and when it should not be, provides examples of best practices, administrative issues and developing student learning outcomes, and identifies concrete action steps to increase both impact and effectiveness of these experiences.

Kahle-Piasecki, L. & Doles, S.

Tiffin University & University of Toledo
Scholars

Best Practices in a Changing Mentoring Environment

Mentoring, long considered an effective tool for developing relationships and transferring knowledge from a more experienced individual to a less experienced individual, is a concept that has expanded in definition in recent years to include non-traditional relationships beyond face-to-face mentoring. Mentoring programs are frequently supported by technology, can be reversed, external to an organization, or with peers. A common dilemma found in both professional and academic mentoring, is the degradation or dissolution of mentoring programs over time due to a lack of commitment to assessment and evaluation requirements. This situation occurs pretty evenly on the part of participants, program managers, and institutions; and the rate of occurrence is more frequent than desired. Inadequate consideration to the design, staffing, or available funds, all become factors in whether or not a program will render a positive process and outcome. Without these best practice elements, a mentoring program is on its way to being doomed before it even gets off the ground. This research will review the similarities and differences the authors found in their individual research of best practices in two types of mentoring programs –those in Fortune 1000 companies and those in higher education. Additionally, best practices to outline types of mentoring programs, that are formal, informal and random constructs; as well as methods used in assessment and evaluation that cross boundaries of mentoring environments for successful relationship outcomes are examined.

Alem-Walker, B.

Abilene Christian University
Luminaria

Mentoring: The Art of Being Fully Present

Charles Dickens begins his famed Tale of Two Cities with one of the best known lines in the history of literature: "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..." Over one hundred years later, those words could very well be the analysis of our era. We live in a society that is growing increasingly more and more detached. Although our wisdom is such that we have advanced considerably in augmenting the amount of time we live, we have also foolishly developed ways of life that indicate we may be missing the best part of it. Mentoring within our fields can help us reverse those ways. In this paper I explore instances in which mass media and technology are making education and relationships more difficult to achieve. I will also propose ways in which university faculty can model authentic relationships and scholarship through mentoring in higher education.

Louth, S.

University of Southern Queensland
Isleta

Mentoring Indigenous Secondary School Students to Raise Educational Aspirations

A critical topic within Australian Universities centres on improving opportunities for Australian and Torres Strait Islander people to undertake higher education. This paper examines the challenges that exist when inspiring and motivating Indigenous students to consider higher education. It discusses a University project which involved the collaborative efforts of key community stakeholders and consisted of a series of positive learning experiences for Indigenous secondary school students

in a regional University. This project sought to engage the hearts and minds of individual students to broaden their educational aspirations, and explored factors which influenced their educational attainment. The results of this research indicate the positive outcomes on students' educational aspirations. The study reveals the power of family and community in determining student success or failure at school and the implications for Indigenous students considering higher educational studies. The research found that effective mentoring would be beneficial to focus upon achieving a balance between supporting students and educating their families about the demands of higher education for their children. In order to raise educational aspirations for Indigenous secondary school students, university mentoring programs could align and support students' connections to family and community. Recommendations for further research into mentoring programs to investigate ways to strengthen the connections between a University and the students' external support structures in order for them to succeed in higher education are suggested.

Cianflone, M.

University of New Mexico
Sandia

STEAM: How Artistic Mentorship Practices Reinforce Developmental STEM Relationships

What could a future dancer and a future physicist possibly have in common? Or an actor and a chemist? A painter and an engineer? Their upbringing, their fields of study, their workplace, and their life goals all seem as distant from each other as could possibly be. However, the needs of undergraduate students seeking academic mentorship are almost identical, no matter their major. Despite their disparate content matter, art and STEM fields endorse the same methodologies for professional accomplishment and require almost identical support for young learners. Regular study habits, advanced memorization techniques, active practice, and free experimentation are all key elements of development into successful and healthy artists and scientists. When we as mentors talk about strategies for success for all students, we often touch on motivation, accountability, practice, and joy. By opening up the conversation between art and science, both fields can learn more about how best to serve their students, ultimately increasing the impact of developmental relationships. This presentation from a dance scholar and a STEM mentor will highlight key mentoring techniques in each field that reinforce and mirror each other for effective mentoring relationships.

Pearson, M.

California Baptist University
Fiesta A

Leading through Mentoring Relationships: Results of Phenomenological Research with Millennials

This paper is written based on research from my qualitative, phenomenological study that described and analyzed the lived experiences of twenty-five journalism students and recent graduates who worked on university publications and as interns for professional employers. The participants were all members of College Media Advisers and Associated Collegiate Press. They attended private and public universities across the country and were all members of the millennial generation or those born from approximately 1977-2000. Three main categories were identified from the interview transcripts and literature. These categories were journalism and social media, experiential learning, and external networking/mentoring relationships. The category of networking and mentoring relationships proved very interesting. This dissertation was completed in 2010 and I have continued to research mentoring while actively mentoring students, former students and faculty members. The stories from the study and from my work as a mentor and a specific model for mentoring will be shared in the paper and presentation. The dissertation research results indicated that the participants learned by experiencing a team dynamic while working on a university publication or as an intern. It was interesting to note that millennial students valued personal communication through mentoring relationships to support the learning activities. In this day of text messaging and social media it was heartening to hear how much they valued in person face to face communication. The mentoring relationships took place in person and were also maintained through social media relationships. The social media relationships enhanced the mentoring experience.

Fabrikant, N. & Cabral, D.

SRI International
Fiesta B

Preliminary Results of Randomized Control Trial Study of Check & Connect Program

Check & Connect (C&C) (Christenson, Stout, & Pohl, 2012) is a student engagement intervention developed to promote school success and completion for secondary school students at risk of school dropout. The program employs mentors to develop supportive relationships with at-risk students. C&C's efficacy has been demonstrated by its developers in the Minneapolis area (What Works Clearinghouse, 2006). The present study is one of the first rigorous efficacy studies of C&C with an independent evaluator outside of Minnesota. Across five high schools, parental consent and student assent were obtained for 389 incoming freshmen who were identified as being at-risk for disengaging from school. Students were randomly assigned to participate in the C&C program and work with a mentor, or to a services-as-usual comparison group. Students participate in yearly surveys designed to measure constructs relevant to school engagement and social emotional functioning. Teachers also complete surveys about their perception of the students' social skills, behavior, and academic performance. First year mentor activities will be examined, in addition to baseline results regarding student social skills and problem behaviors.

Wayne, S.

University of New Mexico
Amigo

The Influence of Mentoring on the Development of Novel Teaching Methods

The Academic Science Education and Research Training (ASERT) program at the University of New Mexico (UNM) is a three-year program for postdoctoral fellows wherein fellows spend 75% of their time on research and devote the remainder to teaching and career development activities. Fellows have both a research mentor and a teaching mentor, as well as informal guidance and mentoring from the program's principal investigators. The program was designed to also provide fellows with the opportunity to work together in an atmosphere of peer mentoring. Survey results show that ASERT fellows rate their fellowship climate more positively than do other

postdoctoral fellows at UNM on such statements as: “There is a spirit of support and camaraderie among the fellows and faculty” and “Fellows spend time assisting each other”. We questioned the fellows about how they thought this support might have influenced their work, and we identified two novel teaching approaches that fellows attributed to support from traditional and peer mentors. One outreach project is centered on neuroscience for college and high school students called Neurobiology of Zombies and the other entailed the re-design of an introductory biology course at a local college for Native Americans that included active learning modules and links between content and the students’ culture. Both projects have received significant attention from faculty and enthusiasm from students. Fellows attribute a combination of traditional and peer mentoring as critical to their successful teaching innovations.

Hurewitz, F.

*Drexel University
Alumni*

Peer-Mediated College Supports for Students with Autism

As more students with autism spectrum disorder (ASD) enter adulthood, there is an increasing need for new models of support at post-secondary institutions. Many college students with ASD have strong academic competencies, but lack self-awareness and self-efficacy skills, as well as showing the social deficits associated with ASD. Since 2009, the Drexel Autism Support Program (DASP) has utilized a peer-mediated model for the delivery of a variety of services for Drexel University students with ASD. DASP aims to enrich the college experience by training volunteer peer mentors in the traits and needs of people with ASD, and then pairing mentors in a 1:1 manner with student participants. Pairs collaboratively develop social, academic, self-advocacy and independence skills goals to improve college integration, success and quality of life. A team of ASD professionals supervises mentorship and goal setting throughout the year. We also provide explicit programming via self-advocacy and social skills seminars, which are delivered to mixed groups of peer mentors alongside students with ASD. This presentation will review our model of using peer mentoring as a means to allow participants to expand social networks and to acquire the mores of social behavior and communication found in their age-mates. We will also present data on over 30 students’ progress on their self-selected goals, as well as barriers to implementing this type of intensive peer mentor based program at a college level. Discussion will include our process for supervising peer mentors and helping them acquire problem-solving competencies to assist their mentees.

POSTER SESSION (Ballroom A&B)

5:00 - 5:45 PM

Balint, K.

Wayne State University

A Theoretical Approach to Enhancing the Role of the Evidence-Based Mentor in a Tertiary Care Setting

Background: The evolution of evidence-based practice has changed how the nursing profession and other healthcare professions look at research including the use of evidence-based practice (EBP) models for care delivery. *Purpose:* The literature is replete with discussions of the importance of a mentor role in the adoption of EBP, yet there was limited discussion of the how the mentors’ competencies and skills were related to the development of relationships with the mentees for successful adoption of EBP. The purpose of this Clinical Inquiry Project was to further develop of the role of the EBP mentor that includes competencies and skills reflective of a holistic, interpersonal, interactive relationship between the EBP mentor and nurse mentee. *Method/Results:* The project was conducted utilizing evidenced-based practice solutions and strategies related to the development of the EBP mentor role focused on the development of mentoring skills; managing up and cultivation. *Results:* Pre and post mean differences of the mentor surveys showed a significance of (p =.008) supporting the belief that participants would report increased mentoring skills and knowledge post intervention. *Conclusion:* The expediency of expanding the EBP mentor role was successful. The mentor reported increased levels of mentoring skills that would benefit the EBP mentor role and current working relationships with their peers for successful adoption and sustainability of a change in nursing practice towards EBP.

Hritz, L.

University of Arizona, South

eMentor Network: Elements of Collaboration and Learning

The online world of learning is more than the delivery mechanism for content; it has the potential to transform mentoring and increase its value. Although Teacher Mentor programs have existed since the late 80’s, little has been done to breach the virtual world of online mentoring in a formal Education Program. Yes, online course offerings and the number of students taking courses has risen, but using the virtual world to support new teachers via mentoring has not. Little is known about the impact that could be made on the mentoring new teachers in a virtual community or the necessary elements to make the virtual mentor community a success. It is through the Transition to Teaching Program that the eMentor Network (eMN) was developed. With partner schools across two counties and 125 miles, it was necessary to develop a means by which new teachers and their mentors could work together, design unit plans, discuss classroom observations, share pedagogical practices and build the network necessary to develop expert teachers. During this poster session, you will see various formats and designs, stages of development and various elements of the eMN, and the current result. As this eMN, is to support the needs of its participants it is an ever changing environment based upon their requests. An analysis of the elements most beneficial to the effectiveness of the eMN through quantifiable data collection will be explored. Through interviews we continue to examine the impact of the eMN in collaboration with the monthly face-to-face meetings.

Kennedy, T.
Liberty University

Mentoring Program's Impact on Transition of Bedside Clinician to Faculty Role

Adequately prepared and well educated nursing professors are in high demand to support the need to educate nursing students. The purpose of this phenomenological qualitative research study was to understand the expert bedside clinician's transition into the role of nursing education faculty while examining the emotions and perceptions of individuals during the role transition and evaluating whether a mentoring relationship could assist in the transition. Purposive criterion sampling was chosen to better identify participants who met the inclusion criteria of being minimally master's prepared in nursing, within their first 5 years of BSN nursing education with no prior formal teaching experience, and considered an expert in their respective field of nursing from six universities in the central Virginia area. The online survey collected demographic information and provided a brief description of the study. Recorded focus group interviews consisting of open-ended questions lasted between 45 to 60 minutes with a total of 12 participants in the study. The raw data were organized with concept identification and coding through the ATLAS.ti6 qualitative data analysis software (2011). The data analysis showed three strong relationships, including role ambiguity, coping mechanisms, and need for a more defined mentoring program. The research supported the need for faculty development during the transitional period through the development of a mentoring program. Recommendations for further research on role transitions in nursing should be conducted among faculty members who teach in associate's degree programs (ADN), licensed practical nursing programs (LPN), and master's of nursing programs (MSN).

Kurepa, A.
North Carolina A&T State University

Impact and Effectiveness of Mentoring in the Math S-STEM Program

The paper will demonstrate the impact and effectiveness of the existing mentoring program that is a crucial component in the Math S-STEM program at North Carolina A&T State University. The program is supported, in part, by an NSF grant and provides a structured mentoring and advising environment where faculty and peers jointly participate in addressing the issues that impede students' learning. The students affected by the program range from freshmen to graduate students, with special attention given to minority and underrepresented students within the STEM disciplines. This project discusses the development of a faculty-mentored, student-cohort learning community in mathematics and its effect on improving learning for students. A special effort was made to develop a vertical peer-mentoring program for mathematics students. We will discuss the impact that program has had on the student graduation rates. Experiences and results from this five-year project will be presented and analyzed. In addition, we will present a new component of the mentoring program that will be introduced in the next year. The goal will be to encourage, facilitate, and broaden student undergraduate research participation. We view students' exposure to research as an important component in educating a competent, knowledgeable, and diverse workforce for the future.

Montalvo, W.
Columbia School of Nursing

Mentors' Perception and Mechanisms for Developing Transformational Nurse Leaders

With the advent of the Accountable Care Act and challenges of redesigning a fragmented health care system, the Institute of Medicine (IOM) recommends a new paradigm for nursing leadership. The IOM's 2011 landmark report on the Future of Nursing: Leading Change, Advancing Health, states that transformational nurse leaders are needed to lead health policy and redesign health in these turbulent times. The report endorses mentoring as a mechanism to develop nurse leaders to guide and create system changes in boardrooms, across policy debates, and within communities. However, the identification of experienced mentors possessing complex leadership skills to develop this new cadre of transformational nurse leaders remains unexplored. Research shows the benefits of mentoring during nurses' early career development, but few studies focus on the individual thoughts and perceptions of experienced mentors, particularly with respect to the development of transformational leaders. The pioneering qualitative study reported here addresses this issue and builds on existing fieldwork with seasoned mentors. Preliminary work employing semi-structured interviews revealed experienced mentors are self-aware and possess a sense "readiness" before accepting a protégé. Seasoned leaders waited ten to fifteen years, a substantial period of time, before mentoring an emerging nurse leader. Initial analysis revealed protégés struggle transitioning as an authority figures, lack self-confidence and risk taking. These findings are notable in that they pertain to a predominantly female profession. Future study involving experienced mentors of transformational nurse leaders is based on these finding with PI working with the New York Future of Nursing Action Coalition, Leadership Subcommittee.

Nowell, L.
University of Calgary

Mentorship in Nursing Education: Building Developmental Relationships

The current critical nursing shortage demands that both nursing education programs and clinical agencies expand the number of nursing instructors able to promote undergraduate student learning of nursing practice knowledge (Smith & Zsohar, 2007). Nursing education programs are increasingly aware that faculty members are often not prepared to teach in both classroom and clinical settings. Consequently, instructors who lack the necessary knowledge base to fulfill the educational role expected may be hired (Cangelosi, Crocker, & Sorrell, 2009; Kelly, 2006). Neophyte nursing instructors recognize the need for supportive developmental relationships with mentors in order to do justice in their teaching role. Developmental mentoring relationships are relevant across the entire career continuum of nursing instructors and may encompass orientation to the faculty role, socialization to the academic community, developing teaching skills, and facilitating growth of future leaders in nursing and nursing education (Schumacher, Risco, & Conway, 2008). It is imperative, then, that efforts of university administrators focus on attracting and retaining nursing instructors through developmental mentorship programs that aim to support the mentee in developing necessary skills to become a competent and knowledgeable practitioner (Saarikoski, Marrow, Abreu, Riklikiene, & Özbicakçi, 2007; van Eps, Cooke, Creedy, and Walker, R., 2006). Although numerous research studies have identified the need for mentorship of nursing instructors, there is a gap in research identifying how mentorship influences instructor development. The purpose of this phenomenological inquiry is to create a description and understanding of the lived experience of mentorship. Additionally, this study will explore the development of neophyte nursing instructors.

Rowe, J. & Buell, M.

Delaware Institute for Excellence in Early Childhood & University of Delaware

Developmental Relationships to Increase Quality in ECE: A Statewide System

Our state is involved in a comprehensive initiative focused on increasing the quality of the early care and education. Funded by both federal and state dollars, the statewide initiative is focused on increasing the quality of the services to children birth to five in out of home care, with the goal of increasing school readiness and academic success. The mechanisms chosen to make these changes –the quality rating and improvement system and quality assured professional development – have resulted in the creation of a cadre of professionals delivering coaching and various sorts of professional development through a developmental relationship model to a cross-sector workforce including K-12 teaching personnel, for-profit, not-for-profit, church-based child care administrators and staff, and family child care homes. In an effort to ensure that those delivering the content have mastery of the skills needed to build a developmental relationship we are building on work done by NAEYC/NACCRA and Child Trends to establish a developmental relationship competencies assessment system. The development of this system will allow us to determine if the coaching, mentoring, consultation, and technical assistance is delivered with fidelity, as well as to enhance our ability to create the accountability system necessary for appropriate stewardship of public investment dollars. Our session will present the cross sector developmental relationship competencies we are using in our state, a developmental relationship competencies evaluation rubric and a preliminary method for tracking and assessing this data for use in our state quality enhancements systems.

Scott, B. & Scott, J.

Abilene Christian University

Rookie Club: Novice Teacher-Professor Relationships

The National Commission on Teaching and America's Future estimates that one-third of all new teachers leave after three years, and 46 percent are gone within five years (Kopkowsky, 2008). This statistic strongly begs the question of what can teacher education programs do to retain new teachers. Researchers point to multiple sources to determine the success and failure of novice teachers such as their expectations (Cooper & He, 2011), their classroom management ability (e.g., Meister & Melnick, 2003), and the mentoring they receive (Worthy, 2005). This paper looks specifically at the effects of a university mentoring program on induction teachers' sustainability and academic success in the classrooms. "Rookie Club" was started in fall 2012 to work with first, second, and third year teachers who were employed near the University. The teachers met with professors monthly to discuss their teaching experiences. "Just in time" professional development and forums for discussion were provided for the induction teachers. Of particular interest to the study were the continuing and expanding relationships among induction teachers and university professors. The paper focuses on these rookie meetings and one first year teacher-professor relationship. Data was collected from seven induction year teachers through field notes, surveys, and interviews. The findings of the project suggest that through mentoring, universities can help new teachers remain in the teaching field. In order to do so, relationships must be forged in an environment that is open and conducive to relationship building. This article ends by offering teacher educators suggestions about how to provide this environment.

Wright, S. & Hurewitz, F.

Drexel University

Self-Advocacy & College Satisfaction in Autism-Focused College Support Programs

College students with autism spectrum disorders (ASD) are often reported to require self-advocacy skills, including issues of personal disclosure, conflict resolution, and communication with professors, supervisors and fellow students (Adreon & Durocher, 2007). While peer-mentoring is often selected as a support service of choice for such students, neither the use of peer mentors, nor the fostering of self-advocacy have yet been evaluated as interventions for college students with ASD. We investigate self-reported self-advocacy skills in 77 college students (ages 18-44) with and without ASD, as well as the relationship between self-advocacy and college satisfaction. Participants were administered the adult version of the Social Responsiveness Scale (SRS) to assess ASD symptomology, with a t-score > 60 used as a cut-off to indicate ASD status (Constantino & Todd, 2005). We also surveyed participants on their self-advocacy skills, level of college satisfaction and utilization of ASD-oriented support services. A t-test revealed lower self-advocacy skills for the ASD group ($M = 48, SD = 7.5$) than the non-ASD group ($M = 52, SD = 9.1$), $t(75) = 1.987$, ($p = .051$). For all participants, self-advocacy was positively correlated with college satisfaction, $r = .645, p < .01$. These data suggest that college students with ASD may benefit from the addition of self-advocacy training to existing peer mentoring programs. Future research should address the efficacy of such programs.

INDIVIDUAL/PANEL PRESENTATIONS WITH POSTER (Ballroom A&B)

Antolini, A.

Bowdoin College

Creating a Mentor Model for an Orchestra

See page 19 for presentation description.

Binson, D. & Lightfoot, M.

University of California, San Francisco

Mentoring Early Career Investigators in HIV/STI Health Disparities Research

See page 55 for presentation description.

Brimmer, A.

Nova Southeastern University

Mentoring for Change in a Unique University – Alternative High School Collaboration

See page 55 for presentation description.

Berrett, B., Nisbett, N. & Lowe, M.

California State University, Fresno

Developing a Faculty Mentoring Program: A Pilot Project

See page 14 for presentation description.

Brown, K.

University of Illinois, Chicago

Promoting Positive Social Development among African American Boys

See page 53 for presentation description.

Carr, M.

University of North Carolina, Wilmington

Self-Mentoring™: The Invisible Teacher

See page 13 for presentation description.

Eason, C.

University of Connecticut

The Impact of Role Models and Mentors within the Athletic Training Profession

See page 56 for presentation description.

Frazzini, R.

University of Minnesota

What Do I Do Now? Impact of a New Training Program on Transformational Mentoring

See page 53 for presentation description.

Keathley, R.

Sam Houston State University

Fostering Mentoring Relationships through Service-Learning

See page 51 for presentation description.

Glover, J. & Smith, T.

Oklahoma State University & White Horse Ranch

Cowgirl Guidance: Equine Therapy and Mentoring Services of the White Horse Ranch

See page 77 for presentation description.

Hays, L.

Embry-Riddle Aeronautical University

Generational Mentoring for Success

See page 21 for presentation description.

Hough-Everage, A.L. & Stackelhouse, M.

Brandman University, Chapman University System & Excelsior Charter Schools

Ideas from One Campus that Work for Successful Developmental Relationships

See page 56 for presentation description.

Jensen, D.

California State University, Chico

Mentoring in Distance Education: A Constructive-Developmental Approach

See page 17 for presentation description.

Jensen, D. & Jensen, J.

California State University, Chico & Humboldt State University

Collaborative Mentoring for Student Success

See page 31 for presentation description.

Kolich, E. & Maraist, C.

Benedictine University

Key Success Factors in Mentorship and Transformation

See page 48 for presentation description.

Lofton, C.

George Washington University

Developmental Seeking Strategies & Developmental Relationships: Strategies Utilized by Mid Career Transitioning Workers

See page 10 for presentation description.

Martinez, V.

Syracuse University

fullCIRCLE Mentoring: A Vehicle for Retention and Developmental Relationships at Syracuse University

See page 35 for presentation description.

Mata, H., Mancera, B., Martinez, J. & Hernandez, K.

University of Texas, El Paso

Mentoring and Modeling to Promote Diversity in Health Disparities Research

See page 45 for presentation description.

Parks, R.

Parks Consulting Group, Inc.

STEM Mentoring, According to R2D2

See page 11 for presentation description.

Peltz, I.D. & Studley, E.S.

New York University

Way to Grow! Using Mentor Relationships to Develop Future Dentists

See page 47 for presentation description.

Radford, C.

University of Massachusetts, Dartmouth

What Happens When We Integrate Student Perspectives Into Mentoring Conversations

See page 45 for presentation description.

Roberts, S., Pokay, P. & Zhang, K.

Wayne State University & Eastern Michigan University

GO-GIRL Mentoring: Undergraduates Mentoring High School Girls in STEM

See page 14 for presentation description.

Schnaithman, W.

The Gow School

Boarding School Teacher Develops Working Mentorship with International Student

See page 15 for presentation description.

Schwartz, H.

Carlow University

Dinner at Fitzwilly's: Intellectual Mattering in Developmental Relationships

See page 12 for presentation description.

Smith, S.

University of Texas, Austin

The Importance of Relationships for African American Female Executives at PWIs

See page 56 for presentation description.

Stalter, A.

Wright State University

Red Cross Nurse Network: Pairing Leaders to Grow Volunteer Capacity

See page 20 for presentation description.

Strohschen, G., Bergovic, M., Johnson, C., Williams, C. & Eithakul, S.

DePaul University

Beyond the Classroom: Mentoring that Builds Relationships for Civic Engagement

See page 9 for presentation description.

Parks, S., Taylor, L. & Weik, J.

Providing Instruments for the Next Generation (PING)

PING!™ Mentor Model for Bringing Music Opportunities to Low-income Students

See page 33 for presentation description.

Skuthe-Cook, L. & Warren, K.

Brightlife

Reverse Mentoring in Large Corporations: A Case Study

See page 43 for presentation description.

Williams, S.

University of New Mexico

Impact of Relationships Among Educators & Instructional Coaches in a Large Urban School District

See page 51 for presentation description.

Wright, M.

RAMA Consulting Group

Getting PUMP'ed: Building a Culture for Mentoring in the Public Sector

See page 48 for presentation description.

Wyre, D. & Gaudet, C.

Indiana State University & University of Southern Mississippi

Mentoring McNair Scholars to Achieve Program Goals

See page 34 for presentation description.

FRIDAY, NOVEMBER 1

CONCURRENT PRESENTATIONS

9:00 -9:45 AM

Schipani, C.

University of Michigan
Lobo A

Legal Constraints and Affirmative Action: Mentoring as an Alternative

Research continues to show the importance of role models and mentors for women. For example, in a recent experiment, researchers asked male and female students to give a speech. The students were in a virtual reality environment with different posters in the background. When a poster depicting a powerful woman was in the background, female students spoke longer and earned better grades than when the background was blank or showed a powerful male. If such a subtle exposure can be influential, mentoring is likely to be important. The need for mentoring programs is particularly important for women to attain top level positions in organizations. For example, fewer than 20% of finance industry directors and executives are women, no woman leads the 20 largest banks, and only 14% of senior executive positions at Fortune 500 companies are female. This is astounding considering that women comprise nearly half the workforce and hold 60% of bachelor degrees. Affirmative action programs, including quotas, are remedies utilized in some European countries. This approach, however, is open for criticism and would not hold up under legal scrutiny in the United States. To address these issues, the authors report on their multi-year survey with 1,516 respondents regarding the significance of mentoring and networking for career advancement. They propose that government entities, such as the EEOC, the OFCCP, and the SEC may be able to do more to promote gender diversity in firms. They encourage these entities to consider promoting mentoring in firms, where appropriate, as an alternative to affirmative action.

Dietz, L.

Independent Scholar
Lobo B

The (non) Effects of Mentoring Standards on the Mentor-Mentee Relationship

Induction and mentoring programs are often portrayed as commonsense policy solutions to lower teacher attrition, build beginning teacher capability and ultimately, raise student achievement. Mentoring standards however, have rarely been examined to see how their interpretation and implementation influence the relationship of mentor-mentee pairs in local contexts under a state voluntary induction and mentoring program. In this multi-cased qualitative study, I interviewed nine mentor-mentee pairs and conducted separate mentor and mentee focus groups as well as observing the mentor and mentee interact during an observational cycle in seven high poverty middle schools under Texas' Beginning Teacher Induction and Mentoring (BTIM) program. I also performed a content analysis of mentor training and support materials. Using Cohen and Moffitt's policy implementation framework I found that due to the lack of specificity and formality of mentoring standards in BTIM-specific and non-specific documents, and the spottiness of mentor initial training, most mentors and mentees needed to rely on their capabilities and dispositions to define their roles. Consequently, it seemed that in the eyes of the mentors and mentees their relationship was informal; this was reflected in the roles that they assumed. Based on the study results, I recommend that mentoring standards for the mentor and mentee be more specific and formally defined. Indeed, there appears to be a need to formally conceptualize mentoring from its policy aims to its policy instruments within mentoring policy.

Silver, B.

University of Rhode Island
Santa Ana A

Work-Life Mentoring Program for STEM Faculty

The authors propose a sustainable, multi-level Work-Life Mentoring Program for women STEM faculty. The program seeks to address the following shortcomings in current mentoring practices: 1) the need to broaden mentoring for female STEM faculty, and 2) the lack of specific guidance to mentors/chairs about the importance of and how to provide targeted work-life mentoring. The program encompasses training at several levels, and multi-pronged mentoring opportunities. Data collection and packaging for wide national dissemination are future goals. It proposes to attend to work-family issues that faculty must address throughout their work careers and, while targeting women STEM faculty, can be applied to any faculty in any discipline. This program offers a unique, targeted method to address one of the most, if not the most, intractable problem facing women in STEM today.

Jackson, J. & Cluskey, M.

Bradley University
Santa Ana B

Mentoring New Faculty: A Multi-Dimensional Model

Due to the nursing shortage, enrollment in the nursing program at our University has increased, resulting in an increased need for nursing faculty. The University has been generous in its support for hiring and developing new nursing faculty. Often novice faculty has the added stress of completing their doctorate, while having little experience in teaching and research, and needing to maintain clinical expertise. The Nursing Department developed a multi-dimensional model facilitating adjustment and assimilation of new faculty into the academic culture. Faculty without their doctorate may participate in the University Forgivable Loan Program, which provides funds to support education. The College allows the hiring of non-doctorally prepared faculty. They are hired as tenure track faculty but do not begin the tenure and promotion process until their doctorate is obtained. This allows faculty to refine their teaching and pursue their doctorate without the pressures of tenure and promotion. The Nursing Department implemented strategies to assist novice faculty. Tenured faculty members volunteer to serve as mentors. The mentors are then assigned based

upon areas of expertise and course assignments. The Department pays for continuing education in pedagogy and classroom management for new faculty. As the new faculty member begins doctoral coursework, workload can be negotiated. To expand the teaching expertise of new faculty, the New Faculty Symposium was initiated. An experienced faculty member leads monthly discussions with new faculty members in an informal luncheon setting, allowing discussion of the new faculty role in a private, non-threatening environment. The model has been successful in promoting the socialization, preparation, and retention of new faculty.

Donnelly, L.

*Kansas State University
Acoma A*

The Svengali Trap: Navigating the Rapids in Mentoring Relationships

All relationships have rough spots but the mentoring dyad has the potential for specific problems that, if unaddressed, can destroy the trust necessary for building and maintaining successful learning partnerships. These problems, primarily emotional in nature, can involve hero worship on the part of the student/mentee, a desire to manipulate or control the student/mentee originating with the teacher/mentor, or sexual attraction and romantic entanglement between both parties. No matter where the problems start, it is the responsibility of the experienced mentor to recognize that issues are developing and to maintain the balance and perspective necessary to guide the relationship through the difficult passages and re-establish a positive trajectory. This can be especially challenging when the work of the student/mentee supports the research or artistic product of the teacher/mentor. Famous public examples will be used to illustrate some common pitfalls that can arise in the crucible of the mentoring relationship. The excitement, anticipation, struggle, growth, dependence, interdependence, independence, joy and disappointment inherent in the mentoring relationship provide the emotional energy for transformation and self-mastery, as well as releasing the energy that can send the relationship down a negative path. Participants will be encouraged to share some of their successes and challenges. Resources for re-establishing balance and correcting the direction mentoring relationships that have moved into dangerous territory will be presented during the discussion. The mentor/mentee relationship is based on a teacher/student or veteran/novice dyad and while it does not always involve an older-experienced/younger-naive difference that element is often present.

Wu, M., Huynh, M. & Wong, D.

*California State University, East Bay
Acoma B*

Student Service Operation for Success (SSOS) Mentoring Model

Student Service Operation for Success (SSOS) is funded by federal AANAPISI grant of U.S. Department of Education. The program is to provide educational supports for students with Asian American and Pacific Islander heritages who are historically underserved in higher education. This panel is to present one of the unique features – SSOS peer mentoring training and services – that SSOS mentoring service guides the 1st college attending generation of AAPI students to successfully complete college education. SSOS Program offers a variety of developmental mentorship/internship aims at four student interest groups – peer mentors, tutors, club/organization leaders, and community ambassadors; they are students who will provide services to peers. Through dynamic interactions amongst students, staff, and faculty, the model offers a variety of staff/faculty mentoring/coaching, student club sponsorships, and a yearlong leadership-training course. Students are trained with the tools for self-success, as well as coached in delivering these services to their peers. SSOS trained four groups will provide peer-to-peer services to the cohorts in need. Through individualized relationships, cohorts are guided towards resources that aid in personal development, overall college retention and academic success. SSOS program offers developmental relationship opportunities with different levels of students' experiences and different mentoring experiences amongst a combination of staff and student interactions. SSOS aims to transition students through stages with a goal of achieving well-performing final stage. SSOS also creates a sustainable cycle as students who have reached the final stages return to become peer mentors for new cohorts in stage one.

Morgan, B.

*University of Tennessee
Mirage/Thunderbird*

Metrics in Formal Mentoring Programs for Graduate/Professional Students

Mentoring in academia is not a new concept. Formal mentoring programs, however, are being evaluated by an increasing number of institutions. Although there are challenges to such programs, data collected by various entities indicate that there is significant value to formal mentoring programs. One example of such programming is the mentoring program at the University of Tennessee College of Law (UTCOL). The threefold mission of UTCOL's Mentoring Program is to: (1) foster the highest levels of professionalism and ethics in students; (2) permit attorney participants to gain new perspectives and insights into the practice of law and issues of professionalism, as well as provide a mechanism for attorneys to serve the profession; and (3) expand the role of UTCOL in preparing students to become active, professional, responsible, and contributing members of the legal profession. The data collected by the UTCOL suggest that its formal mentoring program in large part is an effective mechanism for pursuing these goals.

Haynor, A.

*Seton Hall University
Spirit/Trailblazer*

The Developmental Relationship as a Form of Sociation

The developmental relationship is analyzed as a distinct form of sociation, alongside the many forms that sociologists (especially Georg Simmel) have identified and examined. In this paper, the "ideal-typical" attributes of this relationship are abstracted from interactions that involve very different contents and take place in a wide variety of settings. These differences notwithstanding, all developmental relationships, it is argued, are analyzable on three distinct levels. The first is at the level of what William Powers calls "programs," in which the parties carry out a joint activity that requires the identification of respective expertises within a defined division of labor, the pooling of expertise in order to accomplish a joint outcome (e.g. the enhancement of the social and cultural capital of the one being coached or mentored), and the holding accountable of each other for pledges made. The second is at the level of what Powers call "principles," which in the case of developmental relationships involves both "considerateness" (drawing on Burns et al.), which is rooted in an egalitarian moral Ideal, and "benevolence" (drawing on Burns et al.) which is rooted in a

moral Ideal of love and self-donation. The third level is that of the “system concept” in Powers’ framework, in which programs and the principles are in the service of the welfare of the one being coached or mentored. The essay concludes with a consideration of those processes (e.g. authority and exploitation) that violate and pervert the developmental relationship seen in its purest, ideal-typical form.

Ntow, F. & Chidthachack, S.

University of Minnesota
Scholars

Prepare2Npire: Mentoring and Tutoring Mathematics in an Urban Setting

With increasing class sizes and diversity in mathematics classrooms as a result of differences in learning styles, there is a need for a different teaching strategy, which supports the unique learning styles of all students. Prepare2Npire is a cascading, multi-grade mathematics tutoring and mentoring program, which seeks to provide teaching and learning support to students through the use of peer tutoring and mentoring. This paper provides a description of the program structure and the anticipated benefits for all participants. This innovative program seeks to prepare under-served students to succeed on grade-level, high-stakes mathematics exams and to inspire them to continue their study of mathematics.

Downing, N. & Dinwiddie, L. R.

Western Kentucky University
Luminaria

Mentoring: A Case Study

The essential methodology of education in Architecture is project based learning to develop critical thinking and problem solving skills; historically mentoring has played a key role in this process. In the primary development of author Downing’s professional acumen, mentorship from Builders and Architects provided impact and practical experience; as a student I found the classroom lacking in the provocative models of real world scenarios but was able to advance those academic lessons through concurrent field applications. My ambitions as an educator are to bring a fusion of academia and industry’s reality to optimize through mentoring the student’s architectural educational experience. I have witnessed and participated in the effectiveness of developmental relationships to enhance the education of the student. The Western Kentucky University Architectural & Manufacturing Science (AMS) Institute has been established as a learning environment to promote this advocated mentoring style of education. As Director, in the past decade we have engaged and compensated over 90 students to participate in the development of +350 projects resulting in realized built works exceeding \$21 million of construction value. The students who participated in the AMS Institute routinely have been better prepared to compete in graduate school and job placement. In demonstration of the effectiveness of this methodology, this Case Study will delineate the path of one of those students and co-author of this article, Lee Ross Dinwiddie, from undergraduate to Intern Architect and adjunct faculty member; the mentored becoming the mentor.

Garton, S. & Russ, D.

University of Alaska, Anchorage
Isleta

Faculty Peer Support Initiative

The authors report aspects of the literature review, planning, and initial implementation of a Faculty Peer Support Initiative (FPSI) as a foundation for a more formal mentoring plan for a college faculty of 21 faculty members. Drawing from the best practices presented in the literature, the authors plan to emphasize the shared responsibility among faculty members. The plan follows a defined mentoring process which has been validated by other universities with similar demographics. Most importantly, the Faculty Peer Support Initiative will implement specific strategies for nurturing developmental relationships which are important to sustaining faculty satisfaction in academia. The long term goals of the program are to build a culture of caring and respect in the college and to promote college-wide collaboration for research and teaching. The immediate goals of the program are to support the core values of the college: inclusiveness, leadership, intellectual vitality, and collaborative spirit. The Faculty Peer Support Initiative is designed as an informal program which can operate with maximum flexibility but with minimal expenditures. The presentation of information is designed to invite discourse to guide the development of mentoring programs in academia. The authors will report the early steps in identifying program needs and more recent application of best practices in mentoring in the college.

Yates, D.

National Gang Crime Research Center
Sandia

Mentoring Typology III: Implementation

The mentoring typology was introduced during the 2011 Mentoring conference a revised and revisited version was presented during the 2012 meeting. The 2013 presentation will focus on the implementation of the typology. The typology includes: Contrived –students/faculty are assigned to work together because of alphabet, discipline common interests, referrals, and/or there can be reversed mentoring; Inadvertent –students/faculty/staff gravitate toward a person because of rapport developed during an encounter in classes, a meeting or event and can include collaboration within and between academic disciplines. Or, Strangers meeting, having a discussion, with one having the “been there, done that experience” and can share advice and advise; Professional/relational professionals connect during any number of events/venues and develop a “relational rapport” based on the event, the context of the encounter, the resources and creativity shared, can be bidirectional. The implementation of the contrived mentoring relationship began in October 2012, when a doctoral student was assigned, without information other than the name and the proposed research topic for the dissertation. The matching was contrived, as the program coordinator knew the candidates and their personality and arbitrarily assigned the candidates to potential chairs based on his knowledge of both parties. Upon meeting the candidate prior to the 2012 Mentoring conference the relationship moved from contrived to both aspects of the inadvertent mentoring relationship quickly. As a result of this contrived/inadvertent relationship, the student successfully defended the dissertation moving the relationship to the professional/relational and ongoing.

Brothers, E.

University of Tennessee, Knoxville
Fiesta A

Exploring the Mentoring Experience for Underrepresented Groups in STEM

Graduate students are often challenged with transitioning into their individual programs both academically and socially. Herzig (2004) posits that “all students face certain obstacles, but some are particularly challenging for women and members of underrepresented groups” (p. 175). For those graduate students pursuing both master and doctoral degrees in Science and Engineering, successfully navigating the pathway to completion can become even more arduous. Suggested solutions to aid underrepresented groups to overcome these obstacles are mentoring programs. Unlike undergraduate STEM student mentoring strategies, there is a limited amount of scholarship associated with mentoring at the graduate level. Therefore, exploring mentor relationships with STEM graduate students are salient and can significantly contribute to the dearth of research concerning graduate STEM students generally and members of underrepresented groups at PWI and HBCU specifically. The purpose of this paper presentation is to share the findings of a pilot quantitative research study. This presentation will explore the effectiveness and impact of mentoring on graduate students in STEM fields. This pilot study engaged diverse master and doctoral students at a Historical Black College and University (HBCU) and a Predominately White Institution (PWI) in the south. The questions in the pilot study were developed based on established research results; reflecting the following constructs as they relate to mentoring graduate STEM students: academic engagement, developmental relationships, as well as identity and relational complexities (Rosser, 2004; Boyle, 1998; Colbeck, 2008).

Barnett, C.

CGB Associates, LLC
Fiesta B

Does It Matter Who? A Gender Perspective on Mentoring

The establishment and selection of a mentoring relationship is influenced on several levels in a professional and educational setting. In history, mentors had been involved with protégés who were the same sex. In most recent times, there has been an increase of cross-gender mentoring. This session will discuss a question of value: “Does it matter who mentors you?” Overall, participants will develop an increased understanding of the selection of a mentor based on gender. The objectives of this session will be to: 1. Understand the dynamics of gender identity on mentoring. 2. Understand the dynamics of mentor-mentee gender similarity. 3. Discuss the influence of a mentoring relationship. 4. Discuss gender as a preference in a mentoring relationship. 5. The influence of age as a factor in a mentoring relationship. As we get involved in a mentoring relationship we come armed with some personal questions that need to be addressed. We tend to ask ourselves these questions so that we are prepared to start our journey for the answers. Our perspective becomes influential as we consider various aspects. Areas of consideration primarily are our goals and our desires.

Wimsatt, B.

Independent Scholar
Amigo

Mentoring as a Difference Maker

My work on mentoring has centered on the role of mentoring in career development. My subject population (of 77 individuals) comprised medical professionals, MD's in residency or fellowship training, with roughly equal numbers of males and females. They filled out an extended questionnaire (17 pages), which in a smaller group (of 20) was supplemented by an interview lasting from 1-4 hours. They were questioned at length about how their interest in medicine and in their specific specialties developed, and mentors who were influential in their career and specialty choices. I developed a metric of 10 different ways in which individuals were encouraged, instructed, and aided in their career development. These ranged from encouragement over task performance and detailed subject matter advice through being made aware of professional opportunities and supported in various ways to invitations to collaborate in research. I have shown that individuals who are mentored in an active way, as opposed to the mere role formality, have greater career opportunities. They more often end up in more challenging, more specialized, higher prestige positions. In this population, the sorting that takes place through mentoring appeared more often to favor men.

Aoukar, R.

University of Tennessee
Alumni

Design for Mentors

This research project stems from the need for a scientific measure to explain the influence of choices made by those practicing space planning. Specifically, I sought a tool that demonstrated scientifically how the selection, orientation, and positioning of furniture in spaces used in everyday life contribute to the social dynamic of a group thereby affecting the mentoring process, a realization I had learned from practice. This work details the development of such tool using resources from outside the world of design. Many research studies in which the main research focus was removed from space planning coincidentally involve subjects' relationships with furniture. Study in disciplines as varied as behavior settings and environmental psychology conducted by researchers including anthropologists, market researchers, and psychologists encompasses a vast scope of ideas and problems related to the user in a built environment without specific awareness of or focus on how furniture can change behavior and communication. Given the researchers' lack of training in design, the studies focus on the users, (e.g., hyper-active children, mental health patients) and not furniture planning analysis. That is, the characteristics and location of the furniture did influence the communication and people's lives, but the influence was not linked to the goals of the research itself. My project, therefore, has been to investigate these scientific and statistic studies, in particular the body language theories of psychologists, analyzing and applying the available data in design context. I create and examine the furniture set ups that force the body language and the state of mind, and then translate the results into diagrams and visual information that can be useful in alternate contexts, such as when mentoring.

10:00 - 10:45 AM

MacDonald, M., Rosehart, P., Banuke, L., Blazeovich, D., Chi, B., Donovan, L., Sigaty, K. & Templeton, M.*Simon Fraser University*
Lobo A***Liminal Moments: Our Journeys as Leaders and Mentors***

Identity formation has been theorized as a dynamic interplay between the individual and his or her social milieu (Erikson 1950; 1980; Stephen, Fraser & Marcia, 1992; Bosma & Kunnen, 2008). Exposure to generative leadership practices (Spears, 1996; Bowman, 2005; Whetstone, 2002), practitioner inquiry (Cochran-Smith & Lytle, 2009), critical reflection (Brookfield, 2005; LaBoskey, 2005) and critical collaborative writing (Dye, Herrington, Hughes, Kendall, Lacey & Smith, 2010) have been used to identify and consolidate identity as leader and mentor within a community of practice (Lave & Wenger, 1991; Wenger, 1998). The following paper and panel presentation will focus on the pivotal developmental moments that have marked the personal journeys our members have made from Mentee to Mentor and from Mentor to Faculty Associate within our in-service teacher professional development program unit (Field Programs) in the Faculty of Education at Simon Fraser University. The programmatic structures that support mentor development including; the ratio of mentor to mentees, the recruitment of mentors, and our training conference will also be discussed to provide the contextual factors that contribute to the development of a mentorship culture. Our network currently includes 60 mentors and has spanned up to 27 school districts throughout the province of British Columbia, Canada. Panelists for this session will include our program area Director, 4 Faculty Associates who have transitioned from mentee to mentor and/or mentor to Faculty Associate, as well as our program area Manager and Program Coordinator. Vignettes will be drawn from the personal and professional experiences and “pivotal or liminal developmental moments” of the mentors and Faculty Associates who have made this developmental journey.

Hubbard, K.*Stephen F. Austin State University*
Lobo B***Mentoring STEM Majors into Careers in Teaching***

Talented Teachers in Training for Texas (T4) is a National Science Foundation funded program aimed at recruiting and training outstanding STEM high school teachers while pursuing a better understanding of methods that increase recruitment and foster persistence in the field of STEM teaching. T4 is unique in that it has a five year cohort model – scholars begin receiving financial support and mentoring starting in their junior year at university and support continues through their third year in the high school classroom. While in college, T4 Scholars meet with university faculty and teaching mentors biweekly to discuss aspects of teaching, examine content and explore challenges for new teachers. Key to this experience is continuity in mentorship. Rather than have a different mentor for advising, for classroom observations, for student teaching, and for classroom induction, T4 fosters sustained relationships which transcend a variety of academic experiences. While scholars meet with a variety of practitioners, from novice teachers, to veterans, to administrators, the focus is on becoming a supportive, sustained academic community. Regular classroom observation and reflection is an integral part of the program, as are local, regional, and national conferences.

Thorpe, T.*TNT Development*
Santa Ana A***Millennials and the Evolution of Online Mentoring***

Millennials are entering the workforce with a desire equal to their generational predecessors to learn from seasoned professionals, as well as their peers. However, research (Burkus, 2010; Emelo, 2011; Meister@Willyerd, 2010) indicates that this new generation of professionals prefers a more active role in a mentoring relationship, having input into both the structure and direction of the mentoring relationship. Millennials seek less traditional mentoring relationships and more spontaneous and collaborative ways to engage with mentors. Formal mentoring relationships are perceived as antiquated, rigid, didactic, and authoritative which is no longer a fit for the more self-directed protégé. This makes Informal Mentoring (IM) relationships a better fit for millennial professionals. Leadership and mentoring expert, Lois Zachary (2012) defines IM as “unstructured, casual, and natural...They can last for a week, many months, or a lifetime. They are serendipitous, spontaneous, self-selected, and situational relationships, with each proceeding at its own pace and on its own timetable.” Informal mentoring relationships represent a more spontaneous and fluid developmental relationship. Technology also plays a significant role in the shift in mentoring today. Online software and the growing number of mentoring and social media websites have enabled a new era of developmental relationships, known as web-based or e-mentoring. Today, mentoring relationships can be developed spontaneously and situationally online in a virtual context. These relationships vary in formality; however, e-mentoring and social media sites facilitate casual, self-selected interactions. Mentors and protégé are able to connect with one another based upon their similarities, shared interests, and availability rather than their position in the workplace. In this paper, the author presents e-mentoring and its role in mentoring Millennials. It will discuss several e-mentoring and social media websites, and how they are being used for developmental relationships.

Teniente-Matson, C. & Magdaleno, K.*California State University, Fresno*
Santa Ana B***Equation for Access (Cabinet support + Staff Mentorship) = A Leadership Pipeline***

In response to a pervasive fiscal calamity that engulfed California public education and a post-review of organizational climate results an effort was launched at Fresno State to implement a mentor program targeted at staff, an underserved audience. The program launched during a prolonged period of limited opportunities for career progression. At the crossroads of two strategic initiatives: (1) professional development and (2) a campus wide plan for diversity, equity and inclusion university

administration supported a mentor program to build a staff leadership pipeline. A partnership emerged with a faculty expert to design, develop, implement and guide a cohort model uniquely targeted at staff from across the campus, in less than 90 days. The institutional leadership development philosophy integrated within the program design included: (1) the approach to matching staff with administrators, (2) the importance of a cabinet Vice Presidential sponsor, (3) the critical role of the faculty leader in shaping the developmental relationships that occurred across divisions of the university, (4) the role of the President and cabinet members in the mentor-protégé development, (5) the teaching and learning techniques used in the development program, and (6) lessons learned.

Carrejo, D., Rodriguez, S.E., Shenberger, J.M., Lopez, Y. & Flores, B.C.

University of Texas, El Paso

Acoma A

Learning to Mentor and be Mentored: Doctoral Student and Faculty Perspectives

One subject of discussion during our 2012 Mentoring Conference presentation was a preliminary finding from a major Hispanic Serving Institution (HSI) showing that faculty often described having learned to mentor through their own experiences as a graduate student, or on the job (Ruecker, Carrejo, Lopez, Flores, and Rodriguez, 2012). Faculty mentors play an essential role in promoting doctoral student success (e.g., Lovitts, 2001; Nettles & Millet, 2006). Effective practices for supporting doctoral students are critical, given that the ten-year degree completion rate all students is 57%, and among Hispanics, it just surpasses the 50% mark (Council of Graduate Schools Ph.D. Completion Project, 2007). Furthermore, others have proposed the importance of effective and culturally sensitive mentoring to improve the success of Hispanic students in doctoral programs (e.g., Herrera, 2003; Gloria & Castellanos, 2006). One challenge to building a culture of effective mentoring in academia is that discussion and training about mentoring, its practice, and expectations for students' progress and success are often not clearly articulated. At the same emerging research HSI mentioned above, faculty indicated a desire to learn more about how to mentor effectively. This presentation will describe progress on the institutional effort to build an infrastructure of support for graduate students that includes a focus on mentoring. Data showing students' perspectives about mentoring and their needs are presented to highlight the project's progress and areas for improvement. The presentation will also describe findings about the university's efforts to clarify expectations about the mentoring relationship to promote timely degree completion.

Merrill, T.

Eastern Michigan University

Acoma B

Music Therapists and Mentoring: A Resonance Model

Music Therapy is an allied health profession that uses music and musical experiences to facilitate therapeutic change in individuals with a variety of human needs. This paper presents findings from an inquiry into qualities and processes of positive mentoring relationships between music therapists. A small profession, mentoring seems to be essential to professional success and serves as an antidote to professional isolation. Findings from this study may contribute to the larger body of mentoring literature in the arts by offering a resonance model that both supports existing developmental theories and offers new arts-based perspectives and language. Findings of the larger study are presented along two separate but related axes: The Axis of Experience and the Axis of Qualities. The present paper focuses on the 'axis of experience' and describes the developmental relationship and its unfolding over time from pre-relation onward through a resonance model of mentoring. This model is described and offers insights toward an understanding of organically arising mentoring between individuals who utilize intrinsically musical ways of being with others.

Creighton, T.

University of Nebraska, Lincoln

Mirage/Thunderbird

The TIM Experience: Multi-Media Mentoring for Black Boys and Its' Effects on Positive Life Outcomes

This paper explores the positive effects of a mentoring/multi-media project; "This Is Me": The TIM Experience has on Black boys at risk ages 8-13 growing up in Omaha Nebraska's economically depressed area known as 'North Omaha.' "This Is Me": The TIM Experience will provide Black boys an opportunity for self-expression via a mentoring/filmmaking/multi-media project designed to improve their self-esteem, grades, and general behavior. Few programs for young Black boys encourage them to tell their own stories in their own words, thus the proposed program has the potential to: (1) become a new learning model, (2) lead in the long-term decreased dropout and incarceration rates while increasing positive outlooks on education for Black males and (3) utilize mentoring in a new creative way. A diverse group of university journalism students and professional journalist; Blacks, Whites, Latinos, female and males will work one on one with each boy with the opportunity to enrich their own lives through the mentoring process.

Pong, M.

A.T. Still University

Spirit/Trailblazer

Lessons Learned from Peer Mentoring in the Medical Education Layer Cake

Often our mentoring relationships are not with subordinates who are employed by us, or aspire to be us, but are rather with peers. For the last five years I have mentored peers as a faculty member at a nascent osteopathic medical school. These experiences provide insight into peer mentoring among medical education faculty. Our institution had a unique set of challenges. The Clinical Presentation curriculum is a non-traditional way to train medical students. Five years ago, when I joined the faculty, we had just welcomed our second class. Our students are on campus for only year one of a four year curriculum. The curriculum is integrated such that physicians and PhDs must work together. As a PhD at a medical school, I was arguably the bottom layer of the faculty hierarchy. With our traditional administration leadership overwhelmed or distracted, the faculty was left with peer mentoring as their only option for development. In this environment, how can peer mentoring occur effectively? Success depended on our relationships (who you are to your peers), communication (awareness of your peers and what they do, providing feedback), and ultimately the ability to inspire. It came down to being an emergent leader/mentor (without all the trappings of "a superior.") For example, there could be no expectation of a timetable. Patience was key. Progress had to be allowed to happen when it happened. These are personal reflections. Several fellow faculty members tried different approaches to being peer mentors. These successes and failures will also be assessed.

Ramirez, L.

California State University, East Bay
Scholars

GANAS: Gaining Access N Academic Success

Gaining Access N Academic Success (GANAS) is a comprehensive program that will support Latinos that transfer from a community college to California State University, East Bay (CSUEB). GANAS has four goals: (1) Increase the recruitment, retention and graduation rate of Latino students; (2) Increase CSUEB's reputation among the Latino community with the goal of becoming a Hispanic-Serving Institution (HSI) and a Hispanic Graduating Institution (HGI); and (3) Support Latino students academically and; (4) graduate students that are able to demonstrate cultural competency and community engagement. These goals will be achieved by establishing cohorts of students who will be enrolled in classes that have been specifically designed to meet their needs and are culturally relevant. In addition, these students will be paired with peer mentors and professionals from the community that will serve as role models. GANAS vision and plan has been the result of caring staff and faculty members at CSUEB.

Fraser, K. & Pedrotty, M.

University of New Mexico
Luminaria

Mentoring Survey of Clinician Educators: Construction, Dissemination, and Analysis

Academic mentoring of faculty in medical school is widely believed to be important to training, job satisfaction and retention of new faculty. Clinician educators have been found to be less likely to have a mentor than other faculty types (Feldman et al, 2010) and junior clinician educators are working harder and longer than in the past, having less time for scholarly activity and experiencing greater frustration, low morale and hassles related to clinical practice (Bellini et al, 2001). In a survey of 25 respondents, those who had a mentor were much more likely to continue in academic medicine compared to those without (Anderson et al, 2010). After looking at mentoring surveys from other institutions, we developed a survey for clinician educators and flex track faculty to assess mentees' and mentors' perceptions and experiences and any relationships between self-efficacy, job satisfaction, and mentoring activities. These results are integrated into an advocacy model of mentoring that includes a developmental relationship perspective of mentoring. That is, the mentoring relationship changes over time and tasks. We will share our knowledge of survey development and dissemination, and during the presentation, some of the results from the survey.

Ullman, C.

University of Texas, El Paso
Isleta

Bienvenidos a Facebook por la Tutoría: Using Facebook for Mentoring New Teachers

How can experienced, but overly busy high school teachers who work with English Learners/Emergent Bilinguals find time to mentor beginning teachers who feel lost working with English Learners? How can mobile devices become part of mentoring? How might the effectiveness of this program be measured? The goal of this presentation is to present a plan for a mentoring program that is rooted in reflective teaching (Cochran-Smith and Demers, 2009) and that will be centered in a public secondary school along the border where Spanish predominates. Many students at this school are from the 1.5 generation (Rumbaut and Portes, 2001), which means their families migrated to the United States when they were in middle school (11-13 year of age), and they bring with them transnational language and educational experiences that sometimes flummox beginning teachers. Facebook will be used as a space for mentoring in multiple languages, with opportunities for public/private messages, and photographs, posted with school privacy policies in mind. Beginning with a brief ethnographic portrait of the school, the presenter will describe the implementation plan for this Facebook-based mentoring program for teachers who exist on a continuum of comfort with digital technologies, from digital immigrants to digital natives (Prensky, 2001), along with a qualitative evaluation plan for the program (Yendoll-Hoppey, 2007). Then, there will be structured opportunities for discussion, as a whole group and in small groups, if appropriate, for participants to discuss the pros and cons of the model and to offer ideas to improve both implementation and evaluation.

Briones, J.

Texas A&M University, Kingsville
Sandia

Latina/o Faculty Members as Mentors in Hispanic Serving Institutions

Although Latinas/os are the largest minority group enrolled in higher education institutions (Pew Hispanic Center, 2012), they have the highest rate of attrition (U.S. Census Bureau, 2012). Factors that most contribute to attrition for Latinas/os in Hispanic Serving Institutions (HSIs) are lack of finances and underdeveloped study skills (Habley, Valiga, McClanahan, and Burkum, 2010). These are remnants of the historic racial/ethnic oppressions suffered by Latinas/os in the U.S. that have negatively affected their upward social mobility and educational attainment. When combined, these factors force Latinas/os to question if they belong in academia. However, according to Maestas, Vaquera, and Muñoz Zehr (2007), Latina/o students who have "strong cultural orientations or positive perceptions of their cultural identities are more likely to have a higher sense of belonging" at the university (p. 241). Testimonio by Latina/o faculty mentors can be used to establish this sense of belonging for Latina/o students. According to Latina/o Critical Race theorist Pérez Huber (2009), testimonio is "a verbal journey of a witness who speaks to reveal the racial, classed, gendered, and nativist injustices they have suffered as a means of healing, empowerment, and advocacy for a more human present and future" (p. 644). To ensure the success of Latina/o students enrolled in post-secondary HSIs, I argue that Latina/o faculty should mentor Latina/o students by using the methodological approach of testimonio through a Latina/o Critical Race Theory lens.

Ferreira, M., Richmond, G. & Dershimer, R.C.

Wayne State University, Michigan State University & University of Michigan, Ann Arbor

Fiesta A

Lesson Learned from a Collaborative Partnership in Teacher Mentor Development

teaching as a clinical profession is receiving increasing attention (e.g., AACTE, 2013), which is giving rise to alternative teacher certification programs characterized by significant school-based work. Central to the clinical model is the use of “practice-based” experiences, developed through partnerships between teacher preparation institutions and school districts. Unlike the one-semester student teaching experience in traditional programs, these clinical models, in their most ideal instantiations, are a blend of theory (situated in university-based coursework) with extensive clinical practice (situated in partner schools). However, for such a model to be effective, it must include master teachers who engage and support best practices and possess the skills that allow them to effectively facilitate the growth and development of those they mentor. The W.K. Kellogg Foundation’s Woodrow Wilson Michigan Teaching Fellowship seeks to attract career changers and recent college graduates into the STEM teaching profession through certification programs that feature a significant clinical component developed through university-district collaboration. This presentation focuses on a sustained collaboration among four major public Michigan universities and the largest urban school district in the state, in an effort to implement a clinically-based teacher certification program. The presentation highlights “lessons learned” as these partners developed trusting, productive, and sustainable relationships related to the design and implementation of professional development activities for teacher mentors and their mentees.

Beasley, M.

Morgan State University

Fiesta B

At-Risk Student Academic Achievement: The Effects of School-Based Mentoring

School-Based Mentoring (SBM) programs in the US have experienced tremendous growth despite minimal rigorous examination of its effectiveness. More empirical research is warranted given the paucity of research studies that attempts to address the growing concerns related to the essential dynamics needed to support mentoring outcomes longitudinally. This study aims to comprehensively understand how mentors and their protégé conceptualize the relationship between academic achievement and notions of self. Participants were a part of a random selection of five protégés and five mentors from a non-profit organization serving underprivileged students in Northwest, Washington DC. The data were collected over a five month period and included participant observations, informal interviews and personal journal writing. The data were analyzed qualitatively. To ensure the quality of the data, external auditing and peer debriefings were employed. The analysis found that when mentors discussed and participated in protégés’ extracurricular activities, their protégés self-esteem and self-competency were enhanced. The data analysis showed that when a mentor provided academic plans and contracts that stipulated the protégés academic progress, the protégés’ developed a healthier academic drive. The results revealed that mentor and protégé interactions influenced the protégés “quality world”. This preliminary data suggests that further research will prove to be essential to understanding the mentor and protégé phenomena in order to design more effective SBM programs to generate long-term outcomes.

White, N. & Thornton, M.

University of Akron

Amigo

It’s What We Do: The Relationship and Student Success

Developmental relationships between students and faculty are both vital and at the core of this social work program’s success. An intentional relationship begins with students enrolling in introductory social work courses, continues with them preparing for full status admission to the program, and is finalized with students completing their field education internship as a prerequisite to receiving a social work degree. This relationship sanctions student success against incredible obstacles. Common obstacles for social work students include, but are not limited to involvement with the criminal justice system, mental illness, generational poverty, educational shortfalls, limited family/community support, and developing emotional intelligence. In addition, many are first generation college students who face challenges related to unfamiliarity with the college environment. Nonetheless, they often have remarkable commitment and determination, and are well-suited to a rigorous academic program. Developmental relationships are crucial as faculty takes a strengths-based perspective to minimize areas of a students’ past that could negatively impact their academic success, without moving into the role of a counselor, and maximize the initiative and determination of the students. This dynamic process occurs while engaging the students to augment their current strategies in order to adequately and effectively utilize each academic point required for a social work graduation: passing prerequisite courses including introductory courses, gaining admission into the social work program, successfully completing core social work courses; and concluding with a successful field internship. A wide variety of case studies will be used to illustrate both the impact and the effectiveness of developmental relationships in academia.

Hey, W. & Fitzpatrick, A.

Western Kentucky University

Alumni

Identifying Strategies for Partnership Creation Between Academic Graduate Programs & Professional Organizations

The purpose of this presentation is to identify methods used to create strategic partnerships between professional organizations and online graduate programs. Developing these relationships provide unparalleled networking, mentoring and leadership opportunities to students in online Master of Science in Recreation and Sport Administration programs. Online graduate programs were created to meet the needed interest in careers related to Facility & Event Management (FEM) and Sport Media & Branding (SMB). Modeling the partnership success and positive impact of previous a collaboration with the Athletic Administration & Coaching Cohort program and the Interscholastic Athletic Administrators Association (NIAAA), numerous professional organizations were examined in order to identify potential partners for the new FEM & SMB programs. After a thorough review of many professional organizations, the International Association of Venue Managers (IAVM), Sport Marketing Association (SMA) and the National Association of Collegiate Directors of Athletics (NACDA) best met the needs and objectives for both

the Facility & Event Management and the Sport Media & Branding programs. After face-to-face meetings, conference calls and emails, IAVM, SMA and NACDA agreed to enter into a contract with the Kinesiology Recreation, & Sport department that established mutually beneficial, nonbinding relationships between the professional organizations and the graduate programs. As a result of developing these relationships a number of strategic and mutually beneficial network and collaborative opportunities now exist for the students involved in both programs.

11:00 - 11:45 AM

Ramamoorti, S.

Kennesaw State University
Lobo A

Socialization through Mentoring in the U.S. Public Accounting Profession

This paper uses broad brush strokes to paint an historical and contemporary perspective on socialization through mentoring in the U.S. public accounting profession. The accounting profession needs the socialization mechanism of mentor-protégé relationships to groom future leaders, to create a passion for excellence, and engender a sense of pride in the profession [Fogarty, 1992; cf. Ramamoorti et al., 1999]. The benefits of mentoring are well-documented by Levinson et al. [1978] and, subsequently validated in the context of the public accounting profession [Dirsmith and Covaleski, 1985; Scandura and Viator 1994; and Siegel et al., 1995]. The mentor, as a role model, has the primary function of sponsoring, supporting and facilitating a young accounting professional's realization of his or her full potential [Viator and Pasewark, 2005]. Entrants to the profession ought to be able to learn from seasoned and highly successful practitioners as well as others so that, in time, they can become mentors in their own right [Kleinman et al., 2001]. We summarize the key past findings from selected studies including a discussion of the four stages of mentoring: initiation and cultivation (nurturing), followed by separation and re-definition (transition). We also discuss alignment strategies for nurturing as well as transitioning in the context of viable mentor-protégé relationships and point to directions for future research.

Ramroopsingh, M., Mathura, C. & Bhawanie, W.

University of the West Indies, St. Augustine
Lobo B

OMG! Overcoming the Multicultural Gap! Mentoring Science Teachers

Science teachers in culturally diverse classroom settings are professionally and ethically bound to meet the needs of their learners and cover science curricular goals. Science, influenced by formal school science and indigenous practices, is present in and impacts on all aspects of life. That these are related and fuelled by each other is not always clear in classroom practices and in many cases they are thought to be competing with each other. Science teachers have the unofficial mandate of overcoming the multicultural gap and correcting this misconception. Achieving cultural sensitivity through the use of nature of science (NOS) tenets can provide intrinsic motivation to improve interest, engagement and achievement. Teachers wishing to improve their pedagogy in a culturally sensitive environment sometimes seek out master teachers who can mentor them in effective practices. One such practice is the creation of databases which match students' indigenous practices and beliefs with school science practices. Indigenous practices are mirrored in Nature of Science (NOS) practices and so allowing students to make links between these can serve to boost the science agenda in education. This practice offers teachers tools to cater to the culturally diverse classrooms they are required to operate in and to engage in contextually relevant professional development. In this semi-interactive session participants will be offered an intervention which shows that teachers can overcome the barrier they face in culturally diverse science classrooms.

Hansra, R. & Cobb, N.

DePaul University
Santa Ana A

Lesson Learned from the Teachers' Residency Hybrid Program

Three professors, two elementary and one secondary educator, in a large Midwest Catholic Institute of Higher Education collaboratively designed a new Teacher Residency Hybrid Program (TRHP); however, this paper focuses on the student-teaching and mentoring piece. The program is grounded in the work of Bronfenbrenner's (1979) Ecological Systems Theory and Spencer's (1995a) Phenomenological Variant of Ecological Systems Theory (PVEST). These two theoretical frames are approaches to the study of human development, which focuses on the interconnectedness of various systems present in an individual's environment. However, PVEST takes the study of human development a step further, offering a resilience model for understanding individuals within their particular life stage. It acknowledges vulnerability among all human beings, and is a tool for understanding individuals as they engage in events that shape their identities. These two theoretical frameworks are important in helping student-teachers to understand their own process of human development within their own ecology, as well as have an awareness and understanding for the students' ecology whom they teach, which ultimately shapes curricular and instructional and pedagogical decisions. There is a need to support the student-teaching period as well as the first and second year teaching of our education graduates as this is a complex and ever-changing process regarding growth and development of teachers and teacher identities.

Allen, H. & Lopez, T.

University of New Mexico
Santa Ana B

The Power of Social and Mentoring Networks in an Executive MBA Program

Executive MBA programs across the country are offered to meet the needs of working adults seeking an MBA education. The authors of this study looked at completion rates within UNM's EMBA program, and the value of social and mentoring networks to improve retention. The study reviews outcomes from an informal student-driven mentoring program across cohort groups for Veterans in the program, and combines that information with social network theory to recommend a process for

supporting EMBA students more broadly. The authors see the value of mentoring relationships, especially when created through bridges across three key constituency groups of faculty, students, and alumni, as a critical support for student retention. Furthermore, these mentoring relationships help bridge structural holes in social networks adding value for mentors and mentees, and creating greater connections between students and the community. Based on these ideas and the results of initial research, the authors are working with staff and faculty leadership in the UNM EMBA program to formalize mentoring relationships and student development networks as a value-added service in UNM's EMBA program. This paper will present our research and some initial findings in piloting this initiative.

Martinez, I.

University of Texas, El Paso
Acoma A

The Art of Mentoring, its Strengths, its Implications and its Limitations: Lived Experiences of a Mentor

Mentoring is more than a task or an objective; it's a precise and sustainable process that requires a strong passion for helping others, it is in many ways a humanistic effort. Like anything else in society, it has its strengths, which in a way are the essence of mentoring. It also has its implications, which are often encountered throughout the mentoring process. Also, it has its limitations, which can be detected from the beginning, to the end of the mentoring process. Mentoring, like any other art, is customized to the needs and desires of the population in need of the mentoring, which makes it evolve in a constant manner. Mentoring "at risk" populations makes the overall process more critical and complicated due to the challenging conditions in which most of those mentoring processes occur. Academics tend to be the core of mentoring in the field of education, but what I have learned is the importance of the critical socio-psychological factors that must be addressed throughout the mentoring process. The mentor in many ways must be highly humanistic when mentoring "at risk" populations, and the mentee must learn to trust the mentor in order to have a sincere, natural and sustainable interflow of information. From inception to completion, the strategies selected for mentoring are determined by the present realities of the mentor and of the mentee, where a balance of positionalities is essential to the success of the mentoring process.

Gray, S.

BtB Enterprises, LLC
Acoma B

Students with Disabilities Need Mentors Too!

There is no argument that mentoring benefits students; yet up to 20% of students today- students with disabilities (SWD) -may not be able to benefit from these relationships. Why? Many believe that the campus office of disability services would suffice; but mentoring far exceeds what most disability services provide. As important as it is to know about accessible routes and entrances to buildings, and avail oneself of needed available assistive technology and other personal assistant services, SWDs need what all other students involved in quality mentoring relationships receive: guidance, direction, wisdom, encouragement, and, if fortunate, friendship. This session would focus on the state of mentoring students with disabilities is, and discuss ways to incorporate them in our mentoring groups. Then they, too, will have equal access to the benefits of quality mentoring relationships.

Hatfield, J.

Kansas State University
Mirage/Thunderbird

Mentoring Brokenness: The Undesired Element That Molds Great Leaders

In today's leadership culture brokenness is not a quality leaders desire or pursue. The most significant qualities touted of being a leader do not include brokenness. In many minds, brokenness corresponds with weakness or failure, but not strength. Paradoxically, brokenness may be the most powerful leadership quality. Brokenness can create the most profound transformational change in the life of a leader and may produce unconventional character, non-judgmental attitude, a healthier self-image, and wisdom in leaders. Mentors have a profound and unique position when this happens in the life of a leader but often times are ill-equipped in knowing how to mentor broken people.

Osa, J.O. & Oliver, A.

Virginia State University
Spirit/Trailblazer

Integrating Attachment Theory Into a Mentoring Developmental Relationship Model

The mentoring relationship is a series of complex developmental phases which need to be negotiated carefully or the relationship between the mentor and mentee may become dysfunctional and unproductive. The quality of the relationship is the most important part of the mentoring experience (Young and Perrewe, 2000; Goldner and Maysel, 2009). One may wonder why some mentors and mentees may be predisposed to the development of effective mentoring relationships than others. This paper presents a five phase mentoring model which integrates some elements of the attachment theory to provide new directions to mentoring relationship development. In the ideal situation, the secure (interdependent) mentor and the secure (interdependent) mentee dyad attains the desired mentoring outcomes in career development. However, a person's attachment/dependency style is a working model which can affect the development and sustainability of a mentoring relationship. Thus it becomes desirable to integrate into mentoring relationship development characteristics that can change and turn potential dysfunctional and marginal mentoring relationships into functional ones that produce the desired mentoring, self-development and career development. This paper integrates some concepts of attachment theory from developmental psychology into the proposed mentoring developmental relationship model.

Glover, J. & Smith, T.

Oklahoma State University & White Horse Ranch
Scholars

Cowgirl Guidance: Equine Therapy and Mentoring Services of the White Horse Ranch

The White Horse Ranch (WHR), located in Mooreland, Oklahoma, serves as a home for troubled girls, ages twelve to eighteen, who are in crisis and in need of hope and healing. WHR provides specialized integrated therapeutic services, including equine therapy, for teenage girls who have co-occurring mental health and substance abuse issues, being especially supportive of the emotional, cognitive, physical, social, and moral development of each young woman. Tammie Smith, LPC, LADC, asserts, "Family is at the core of each girl's treatment. . . [The WHR] is a microcosm of the larger social environment the girls will eventually need to succeed in." Currently, the WHR emphasizes reaching specific goals, such as non-verbal communication, assertiveness, creative thinking, and problem solving. The unique aspect of the WHR, however, is the focus on equine therapy, or equine assisted psychotherapy, which is an experiential model of therapy. According to the WHR's evidence-based practice, "Therapeutic horses quickly become non-verbal, metaphorical mirrors, revealing 'root' issues within people more quickly in the arena than on a therapist's couch using the psychoanalytic model of treatment." This presentation will provide an overview of the effectiveness of the existing mentoring program, examining the roles assumed by the staff comprised of four life coaches with BA degrees and two therapists with MA degrees. Additionally, this presentation will provide first-hand accounts from girls who have progressed through the four treatment stages and statistics on the current success rate of this residential treatment facility.

Wright, J.

Virginia Union University
Luminaria

Preparing Black Males (Grades 8 - 10) for STEM Careers: A University/Community Training Model

The purpose of this article is to propose a prototype for training African American males in grades 8 through 10 to enter and succeed in STEM courses and careers. The author's premise is that African Americans in general, but especially African American males, are confronted with unique circumstances that must be addressed in order for this population to succeed. Project Raven, the proposed model, relies on early intervention, mentoring and, role-modeling to help students transition from middle school through undergraduate and graduate school while pursuing interest/careers in STEM. A highly selective program that is based on the James Comer model, Project Raven aims to narrow the gap between white and African American students' participation and performance in STEM. Since the 1970s, the dearth of African Americans in science, mathematics, engineering, and technology (STEM) has been acknowledged and documented nationally. The National Assessment of Educational Progress test scores reveal that disparities among majority and minority groups' participation and achievement in STEM appear as early as the third grade and widen with each educational level. By 10th grade, our schools lose 50 percent of those who indicated an interest in science and math in the 9th grade. By far, African Americans comprise the largest group of STEM dropouts. Yet, the United States Department of Labor projects that by 2015, more than 50 percent of the jobs will require some type of technological expertise. To mitigate shortfalls in the scientific requirements of this country and in the ability of African Americans to compete in tomorrow's job market, the trend of African Americans to move away from STEM careers must be reversed.

PLENARY SESSION (Ballroom A)

Steinbach, F., Kuuttila, E. & Johnson, C.

Department of Music, Science & Technology Corporation & Department of Pediatrics, University of New Mexico

Mentoring in Creativity and the Arts

Mentoring in Creativity and the Arts is a special session that reflects on the various ways that creativity and developmental relationships intersect, while highlighting the importance of creativity throughout all disciplines. Dr. Steinbach will discuss his experience as a musician, performer, and composer, and the importance of a solid foundation, a positive attitude, and proper mental preparation for the aspiring artist. He will also discuss the impact and effectiveness of his own method as presented in his *A Compendium of Piano Technique*. Dr. Kuuttila will discuss STC.UNM as a keystone organization for commercializing the inventions of highly creative university researchers as a means for mentoring innovations. Dr. Johnson will discuss creativity as a necessary component that inspires and directs effort in all scientific, artistic, educational, and managerial pursuits.

CONCURRENT PRESENTATIONS

1:00 - 1:45 PM

Arshavskaya, E.

Utah State University
Lobo A

Effective Tools for Teacher Mentoring Implemented in an MA TESOL Practicum

This study reports on a mentoring project implemented in an MA Teaching English as a second language (TESOL) teaching practicum. Unlike the mentoring of pre-service teachers in the K-12 context, much less attention has been paid to the mentoring of pre-service teachers in the higher education context. The present study aims to address this gap, i.e., it focuses on the experiences of three pre-service teachers preparing to teach at the university level. The project involved three mentor-pre-service teacher pairs. A series of collaborative mentoring sessions (e.g., to co-plan English as a second language (ESL) lessons that were to be co-taught) were incorporated

into the MA TESOL practicum at a large northeastern U.S. university as a supplement to the existing activities in the program. At the beginning of the semester, the participants were provided with mentoring protocols to help structure their discussions during the collaborative mentoring sessions. In addition, as part of the research, video records were made of the pre-service teachers' initial experiences teaching in ESL classrooms to provide data for the participants' discussions during the mentoring sessions. Thus, the participants were able to interact on the basis of concrete information rather than the retrospective accounts of the classes. The results indicate that all the mentors adapted the protocols to tailor their mentoring to each pre-service teacher's developmental level. In addition, the mentors provided emotional support to the pre-service teachers, apparently recognizing the challenges they faced. Yet, in some instances the mentors were not able to provide adequate professional assistance, which has important implications for both the research and the practice of mentoring.

Maher, M., Platt, C. & Davis, T.

University of South Carolina

Lobo B

Developmental Relationships: Underpinning Collaborative Disciplinary Writing

The importance of the faculty advisor on doctoral student development is widely noted. We suggest that a critical area of advisor involvement in doctoral development occurs within the context of disciplinary writing for publication, and that doctoral advisors often serve as writing mentors. While publication is important across all disciplines, in this study, we focus on science, technology, engineering, and mathematics (STEM) disciplines, given the growing expectation that STEM doctoral recipients will be published upon doctoral graduation. Despite the importance of learning how to write for publication within one's discipline, investigations into the pedagogy of STEM disciplinary writing are relatively rare. We interviewed 20 doctoral STEM faculty advisors about how they learned to write for publication and their perceptions of this experience influences their pedagogy of disciplinary writing. Qualitative analyses of faculty narratives suggest that advisors experienced one of three pedagogical approaches as a student: Loner, Editor, or Guide. We describe these approaches and suggest how they are recreated in advisors' current interactions with their own students. Our findings further suggest that doctoral advisors are not the only writing mentors in doctoral education. We conclude by suggesting further avenues of exploration in this area and implications for doctoral education policy and practice.

Leeman, E. & Leeman, S.

Columbia Medical School & Boston University

Santa Ana A

Probing Neurobiology for Insight into Mentoring Relationships

Connection and successful interaction with other neurons is a biological imperative for neuronal survival. In other words, for a neuron to develop and thrive, it must both be individually robust, and capable of forming successful connections, or relationships. The essentiality of neuronal connections can be seen by the frenetic activity which dissociated neurons in culture exhibit in an attempt to re-establish functional connections. Through cellular interactions, neurons gain access to growth factors that determine whether they live or die. The properties of neurons are determined both by their genetic program and by changes in their genetic expression induced by cell-to-cell interaction. Since it is reasonable to assume that human emotional experience derives from the biological properties of their brain cells, it is fruitful to probe the basic biology of these cells for metaphors that might yield insight into psychological properties. Mentoring is based on the understanding that change occurs in both parties as a consequence of the mentoring relationship. Understanding the underlying neurobiology of neuronal development and function provides a new framework for a deeper understanding of these powerful human connections. This paper introduces basic neurobiological data, and includes examples of human relationships that can be interpreted in a new way based on a metaphorical analysis of the neurobiological underpinnings of human interaction. These ideas might be used to develop a new framework to strengthen the teaching of mentoring relationships.

Thomas, N. & Bystydziński, J.

Ohio State University

Santa Ana B

Peer Mentoring of Women STEM Faculty as Part of Institutional Change

Faculty attrition at higher education institutions generates substantial costs. Through mentoring, higher education institutions attempt to socialize faculty into their academic disciplines and to retain and promote them. However, mentoring can also be used to change organizational culture to satisfy historically marginalized faculty members' needs. How the context of the mentoring relationship and participant characteristics relate to needs for different types of mentoring remain unclear. Our paper explores such themes in relation to peer mentoring circles for women STEM faculty at Ohio State University, a large Midwestern research university; the circles were guided by an Institutional Transformation grant, part of the National Science Foundation's ADVANCE program, that supports projects addressing comprehensive, university-wide change. Participants reported, in addition to benefitting both personally and professionally from the circles, interest in finding effective methods for communicating issues and concerns raised in the circles to department chairs and other administrators. Subsequently, a workshop was organized with circle participants and administrative leaders. College-wide teams then addressed the problems discussed in order to improve departmental and college cultures for women. We conclude that mentoring as a means to facilitate institutional change has great potential and should be further explored.

Rodriguez, S.E., Shenberger, J.M., Carrejo, D., Flores, B.C. & Lopez, Y.

University of Texas, El Paso

Acoma A

Learning to Mentor and Be Mentored: The Excellence in Mentoring Lecture Series

This presentation will address a key component of the PUENTES project, which is the "Excellence in Mentoring Lecture Series" (EMLS), offering an overview of its impact to date and its potential to become a model of external supplementary mentoring for graduate students. Up to now, the EMLS has hosted nearly a dozen of

recognized mentors from national research institutions as guest speakers. These guest mentors provide both general and discipline-focused talks that engage graduate students and faculty. Graduate students find the EMLS to be both impactful and positive, allowing them to meet other students who have similar goals and academic experiences, according to results from post event surveys. Faculty have expressed that a mentoring network is a synergistic experience that allows both graduate students and faculty to brainstorm strategies for success and to track their progress. Additionally, the EMLS has facilitated the strengthening of existing mentor-protégé relationships by providing just-in-time experiences which allow them to discuss and set academic and professional growth expectations.

Davis, W. & Lodice, J.

Central Connecticut State University
Acoma B

Sustainability and the Impact of Developmental Relationship Programs: An Empirical Study

This paper provides an empirical analysis of the impact and effectiveness of developmental relationships provided through academic intervention programs at a large master's level public university in the Northeast America. The programs' curriculum follows the Model of Strategic Learning's four pillars of learning and is administered to students with diverse interventional needs. The paper presents a brief review of literature about effective developmental relationship programs (mentoring and coaching) in higher education. Then, an Ordinary Least Squares regression model as well as an Analysis of Variance model is used to measure the impact of programs offered through developmental relationships to students with varying academic deficiencies. The immediate as well as the longer-term impact and sustainability of students' enhanced performance is statistically examined. The paper concludes that students who fully take advantage of developmental relationships benefit the most and sustain their higher level of performance beyond the immediate post one-time intervention period. However, in the absence of additional intervention, the academic performance gains seem to subside and flatten out.

Davis, R.

University of Tennessee, Knoxville
Mirage/Thunderbird

Black, Brown and STEM: Issues in STEM and the Use of Academic Library Resources and Services

The number of scholarly journal articles written about underrepresented groups which consists of racial/ethnic minorities and women in the Science, Technology, Engineering, and Mathematics (STEM) fields continues to grow annually. However, more literature now emphasizes the role of strong mentorship to sustain underrepresented groups in STEM which continues to be of particular importance because of the disciplinary challenges and competitive environment. This literature review will provide background literature on underrepresented groups in the STEM fields, why this is an important group to study and two programs that emphasize the importance of mentors. Background literature on the use of the academic library will be explored separately since that literature explores undergraduate library use in general. However, the academic library should strive to have a developmental relationship with underrepresented groups in STEM by providing necessary resources and services. There are two methodological approaches that the researcher would apply to future research studies after reviewing the literature on underrepresented groups in STEM, the role of mentors and the use of academic library resources and services: Elfreda Chatman's theory of life in the round and the small worlds methodology, and intersectionality.

Katira, K. & Dathe, M.

University of New Mexico
Spirit/Trailblazer

UNM Service Corps: Leadership for Community Capacity Building

The University of New Mexico Service Corps is a collective of 150 students from Albuquerque neighborhoods who apprentice with strong community leaders to learn from cutting edge community-based programs. The mentorship allows these young leaders an opportunity to experiment with democracy through this parallel education in some of Albuquerque's most marginalized neighborhoods. Through long term civic engagement, immersion in the non-profits, and a series of community-learning classes the UNMSC/AmeriCorps students learn about critical pedagogy and how to apply their knowledge to real world problems. The cycle of knowledge, action and reflection known as PRAXIS, draws from the work of Paulo Freire as he explored education for critical consciousness. The apprenticeships allow the students to explore careers and connect their academic/life aspirations to some of society's most pressing issues. The impact of the multi-generational mentoring will be shared with participants of the presentation. Stories of middle school students who were once served in the program, growing up to become UNM Service Corps/AmeriCorps members going back to their neighborhoods, then going on to take leadership roles within the organization or in the community brings us full circle in our vision of leadership for community capacity building.

Myers, M., Samuel, M. & Berek, A.

Arlington County Public Schools & George Washington University
Scholars

Mentoring One's Way to Leadership: A Developmental Model

This presentation delineates a mentorship model used to facilitate doctoral students' development of leadership skills as they identified their research interests, wrote and defended their proposal and dissertation and moved on to assume a leadership role within their area of expertise. There have been a myriad of ways to describe what is often referred to as a mentoring relationship but these descriptions haven't included the four categories or experiences identified in the research as essential to the continuum of human developmental relationships: Training, Tutoring, Coaching & Mentoring. This model addresses all four of these categories and identifies the role of the university professor, the field based mentor and the doctoral student (mentee) as they each engage in the dynamic process leading to the mentee's acquisition of leadership skills. Presenters represent various cultures, languages and backgrounds and include the university professor, a field based mentor and two mentees, each of

whom will describe their role and the activities in which they engaged during this relationship building process. During the first 9 minutes of the formal presentation the university professor will identify the research behind the design of the model. The mentor will identify the ways in which they facilitated the mentoring relationship (9 minutes) as the mentees follow (9 minutes) sharing excerpts from their personal journals. Finally, (12 minutes) activities addressed in the training, tutoring and coaching categories will be described and the results from students' leadership training surveys will be shared by all presenters. Q&A follows.

Punyanunt-Carter, N.

Texas Tech University
Luminaria

Virtual Mentoring

With the proliferation of information technology and its saturation within homes, classrooms, and organizations, the traditional landscape of mentoring relationships is quickly becoming a faceless phenomenon. Virtual mentoring is rapidly being the more preferred way to initiate mentor and protégé relationships because of constraints that prevent people from meeting face-to-face. It is through this computer-mediated method of interaction where benefits surface that increase computer-mediate dialogue, allow for the free exchange of knowledge and information regardless of an individual's role within the interaction, and provides women a channel to voice their opinions and ideas free from gender bias. Outside of these benefits; however, limitations do exist that should be closely monitored so that the continued success of virtual mentoring can remain a viable option.

2:00 - 2:45 PM

KEYNOTE SPEAKER PANEL SESSION (Ballroom B)

Eby, L., Allen, T., Clutterbuck, D. & Irby, B.

University of Georgia
University of South Florida
European Mentoring & Coaching Council
Mentoring & Tutoring Journal/Texas A&M University

Panel Moderator: *Mark Searby, Beeson Divinity School, Samford University*

Keynote Speaker Panel Session: A Moderated Session with the 2013 Keynote Speakers

To adjourn the 2013 Mentoring Conference, participants are encouraged to attend our special keynote speaker panel session. This panel session is interactive and audience-driven, and features Dr. Eby, Dr. Allen, Dr. Clutterbuck, and Dr. Irby, the four 2013 mentoring conference keynote speakers. Dr. Searby will moderate the panel session, and guide the conversation, with the help of the keynote speakers, and the audience. This panel will allow for active dialogue on mentoring, and provide a one-of-a-kind opportunity to speak with our featured speakers on importing issues within the field of developmental relationships.

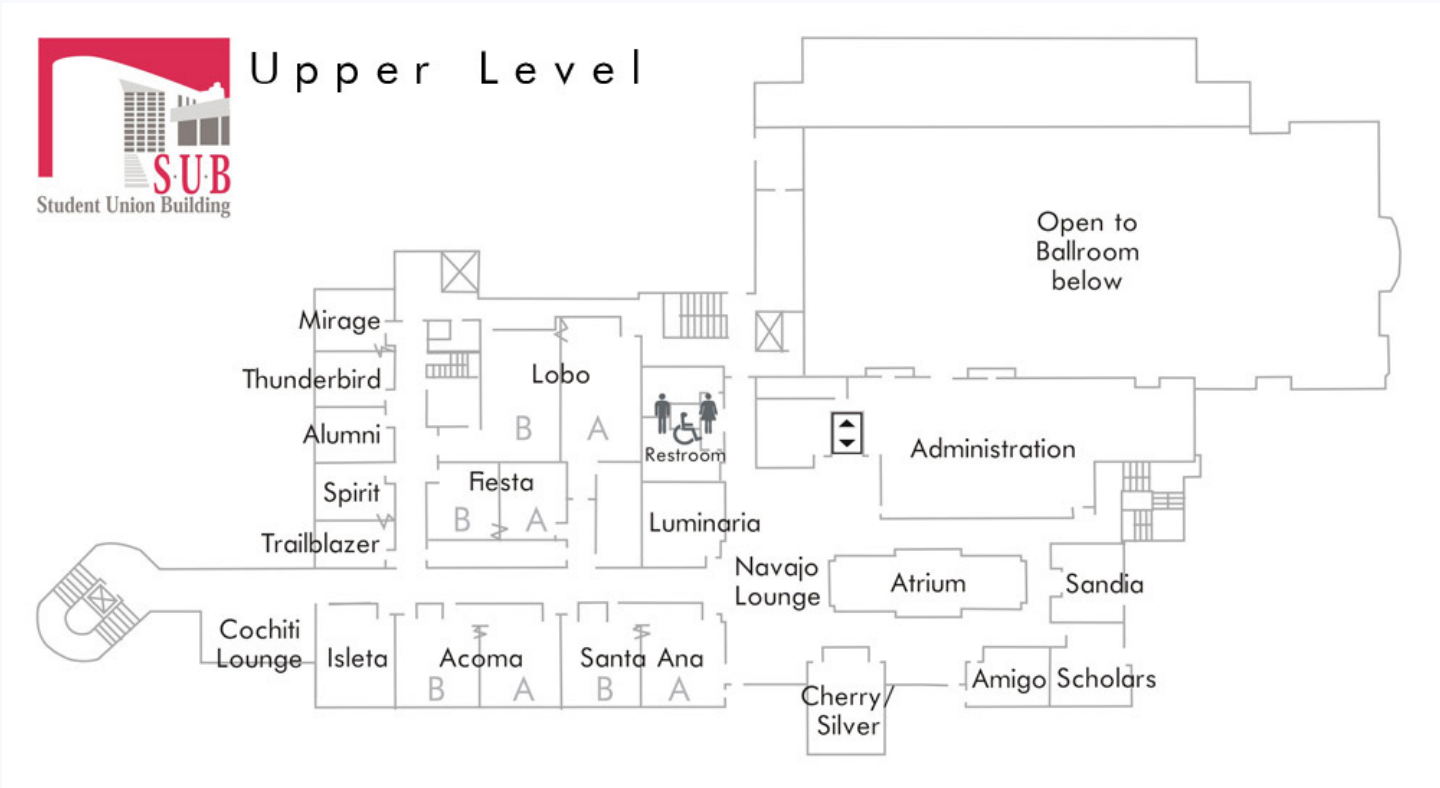
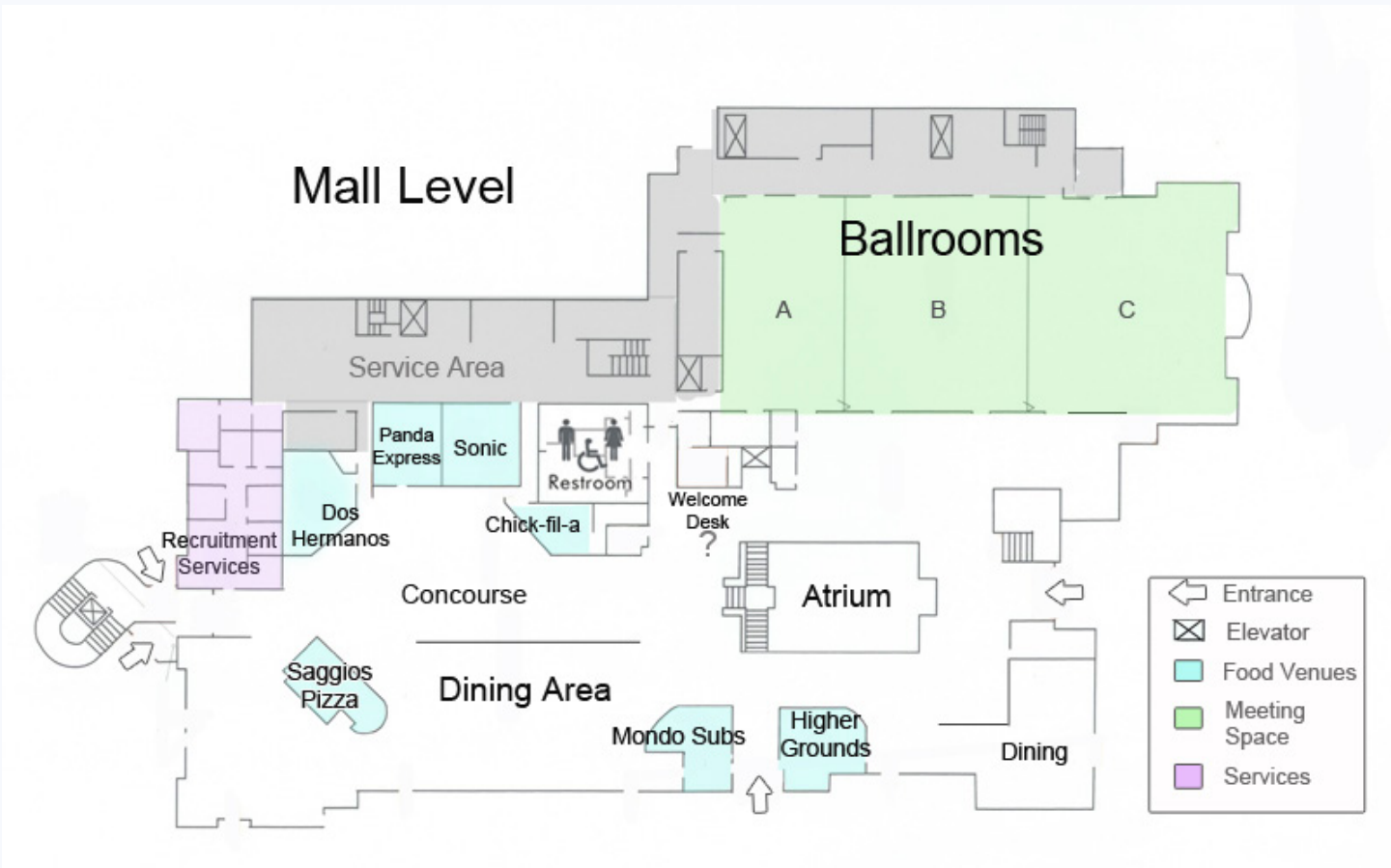
2:45 - 3:00 PM

CLOSING REMARKS

Dr. Eliseo 'Cheo' Torres
Vice-President, Student Affairs
University of New Mexico
Ballroom B

Conference Adjourns! See You Next Year!

STUDENT UNION BUILDING MAPS



PRESENTATION INDEX

Mitchell, B. University of North Carolina, Chapel Hill <i>The Relationship of Peer Mentoring to Academic Success and Social Engagement</i>	8
Kinghorn, J. Miami University <i>Virtual Mentors in Online Courses: Bridging the Digital Divide</i>	8
Parish, T. University of Illinois <i>Mentorship and Academic Achievement in Higher Education Music Curriculum</i>	8
Fleming, D. California State University, East Bay <i>Reflective Learning Environment & Communication Models for New Faculty Mentors</i>	8
Davis, A. Grand Valley State University <i>The T.E.A.M.M. Approach to Mentoring: Community and Academic Partnerships</i>	9
Gunawardena, C. University of New Mexico <i>E-mentors Facilitating Social Construction of Knowledge in Online Case-Based Reasoning</i>	9
Stroschden, G., Bergovic, K., Johnson, C., Prince Gilbert, C., Williams, C. & Eithakul, S. DePaul University <i>Beyond the Classroom: Mentoring that Builds Relationships for Civic Engagement</i>	9
Gut, D. & Beam, P. Ohio University <i>Your Turn, My Turn, Our Turn --How to Decide: Developing Co-Teaching Relationships</i>	9
Fritz, J., Miller, B. & Walters, B. Eastern Michigan University; Washtenaw County Youth Center <i>Voices from the Field: The Adolescent Diversion Program</i>	10
Bellavia, T. Touro College <i>The Words Remain Inside Project: Bullying Stops Here!</i>	10
Lofton, C. George Washington University <i>Developmental Seeking Strategies & Developmental Relationships: Strategies Utilized by Mid Career Transitioning Workers</i>	10
Mixon, J. & Gbolo, S. University of Minnesota <i>Bridge to Baccalaureate: Men of Color in STEM</i>	10
Parks, R. Parks Consulting Group, Inc. <i>STEM Mentoring, According to R2D2</i>	11
Gwin, T. Washington State University, Pacific County Extension <i>Developing Multi-generational Relationships through Quilting</i>	11
Reilly, C., Ashe, D. & Clements, C. University of North Carolina, Wilmington <i>Mentoring Camp: Fostering Support for Intentional Developmental Relationships</i>	11
Rudolph, B. & Navarro, F. Texas A&M International University <i>How Are Hispanic Graduate Students Mentored? A Hispanic Serving Institution Answers</i>	11
Schwartz, H. Carlow University <i>Dinner at Fitzwillis: Intellectual Mattering in Developmental Relationships</i>	12
Carson, S. Grand Valley State University <i>Principles and Practices of Caring Communities and Developmental Relationships</i>	12
Bauer, R. Indiana State University <i>A Qualitative Study of Nursing Living-Learning Communities</i>	12
VanderWey, S. Washington State University <i>Building Successful Learning Communities: A Model for Positive Youth Development</i>	12
White, P. Brandman University <i>Building High Trust Relationships for Successful Mentoring</i>	13
Carr, M. University of North Carolina, Wilmington <i>Self-Mentoring: The Invisible Teacher</i>	13
Gale, K. Red Hen Press <i>Arts Management Mentors</i>	13
Kirk, Y. University of Southern California <i>Evaluating a First Year Faculty-to-Faculty Mentoring Program</i>	13
Letamendi, C. Nova Southeastern University <i>Oil and Water: The Incompatible Mentor-Mentee Relationship</i>	14
Roberts, S., Pokay, P. & Zhang, K. Wayne State University & Eastern Michigan University <i>GO-GIRL Mentoring: Undergraduates Mentoring High School Girls in STEM</i>	14
Berrett, B., Nisbett, N. & Lowe, M. California State University, Fresno <i>Developing a Faculty Mentoring Program: A Pilot Project</i>	14
Keller, E. J. Michigan State University <i>Building Sustainable Relationships across Academic and Non-Academic Spaces</i>	14
Hazel Delgado, R. University of Nebraska, Lincoln <i>Building a Road for Future Minority Scholars, One Research Lab at a Time</i>	15
Schnaithman, W. The Gow School <i>Boarding School Teacher Develops Working Mentorship with International Student</i>	15
Little, S. University of Southern California <i>I See You©: Men(toring) and Black Males in Independent Schools</i>	15
Smith, E. University of Texas, El Paso <i>Understanding Possible Biases and Attributions in Mentoring & Teaching</i>	16
Neisen, S.T.O. University of Minnesota <i>Process: The Key to Successful Relationships in University of Minnesota Programs</i>	16
Woods-Warrior, E. Old Dominion University <i>Multiplied Minds: The Concentric Mentorship Approach for Building Effective Relationships</i>	16
Brandt, S. New York City College of Technology <i>Developmental Relationships; Mentoring Students through the Decision Making Moments of Collaborative Team Projects</i>	16
Jensen, D. California State University, Chico <i>Mentoring in Distance Education: A Constructive-Developmental Approach</i>	17
Lantzky, K. St. John Fisher College <i>Using Team Teaching to Support Junior Faculty Growth in STEM Disciplines</i>	17
Hallaq, T. Kansas State University <i>Evaluating Online Media Literacy in Higher Education: Validity and Reliability of the DOLMA</i>	17
Grajczyk, R., Ogba, M., Oscar, B. & Pattawang, O. Oregon State University <i>A Formal Mentoring Program of Graduate Students for Higher Education Teaching Careers</i>	17
Campbell-Meier, J. University of Alabama <i>Developing a Community of Practice for Non-degree Library Managers in Alabama</i>	18
Gonzales, R. & Marquez, R. University of Texas, San Antonio <i>Professional Advancement Programs: Top-Down or Bottom-Up, What Works for Women?</i>	18
Young, C.A. University of Denver <i>Power and Privilege in Diversified Mentoring Relationships</i>	18
Scott, C.B. Azusa Pacific University <i>Utilizing Academic Bridging with Student Employee: A Developmental Mentorship Program</i>	18
Wolf, C. Chicago State University <i>Dialogical Approach to Pre-service Teacher Agency: Building Relationships</i>	19
Antolini, A. Bowdoin College <i>Creating a Mentor Model for an Orchestra</i>	19
Dinallo-Moya-Garcia, A. & Allison, G. University of New Mexico <i>Excavating the Continuum of Mentorship and Diversity within Supplement Instruction</i>	19
Warren, N. University of Southern California <i>The Bottom Line: An Exploratory Study of Peer Mentoring among First Year Accounting Students</i>	19
Merrriweather, L. University of North Carolina, Charlotte <i>I Am Cause You Are, You Are Cause I Am: Mentoring Black Doctoral Students</i>	20
Weinberger, S. Mentor Consulting Group <i>Impact and Effectiveness of Mentoring for Native American Youth</i>	20
Moore, N.J. Appalachian State University <i>Developmental Relationships & Communication: More Than a Symbiotic Relationship</i>	20
Stalter, A. Wright State University <i>Red Cross Nurse Network: Pairing Leaders to Grow Volunteer Capacity</i>	20
Hughes, M. & McCartney, H. James Madison University <i>Building Relationships within Extended Field Placements in Elementary Education</i>	21
Hays, L. Embry-Riddle Aeronautical University <i>Generational Mentoring for Success</i>	21
Bickel, A. University of Central Florida <i>Early Involvement in Research: Developing Graduate Students as Research Mentors</i>	21
Philippart, N. Wayne State University <i>Global e-Mentoring: Overcoming Virtual Distance for an Effective Mentorship</i>	21
Gray, S. Eastern New Mexico University <i>How to Succeed at Your First University Position: Daily Advice for the Young Music Professional</i>	22
Neely, A. & Pate, E. University of Texas, San Antonio <i>Examining Mentoring Case Narratives</i>	22
Hussey, L. & Campbell-Meier, J. Simmons College & University of Alabama <i>Professional Mentorship and the Recruitment of MLIS Students</i>	22
Gray, S. Washington State University Extension, Lewis County <i>It Takes A Community: On-time Graduation for At-Risk Students</i>	22
Mason, P. & Kelly, J. Molloy College <i>A Tug of War: The Challenges of Mentoring Doctoral Students</i>	23
Curran, M. University of Saint Joseph <i>Creating Personal Learning Networks (PLN) in Teacher Preparation Programs through Twitter</i>	23
Dantzer, J. George Mason University <i>Stop Beating the Dead Horse and Change Clinical Placement Policies and Procedures</i>	23
Kane, S. & Gaunt-Porter, D. Vanguard University <i>Two Female Faculty of Color Interpret the Complexities of a Mentor/Mentee Relationship: A Narrative</i>	23
Rutherford, A. University of Mississippi <i>Meaningful Mentoring: A Source of Hope in Elementary Classrooms in the Mississippi Delta</i>	24
Lytle, A. University of Arkansas, Little Rock <i>TAs and ITAs: Are We Mentoring Them Correctly?</i>	24
Kochan, F. Auburn University <i>Delving into Cultural Aspects of Mentoring</i>	24
Benefield, R. East Texas Baptist University <i>Self-Management Applications for Facilitating Developmental Relationships</i>	24
Letamendi, J. Nova Southeastern University <i>Evaluating Mentor-Mentee Retention and Satisfaction: A Comparative 2-Year Study</i>	25
Gibson, L.A. & Sodeman, W.A. Hawaii Pacific University <i>The Dark Side of Mentoring: Does Power Differential Evoke Negative Experiences?</i>	25
Schultz, J. Amberton University <i>Covenant, Empowerment, and Developmental Relationships</i>	25
Kokol, M. Touro College <i>Teacher Mentoring: The Need for Support from School Administration</i>	25
Gut, D. & Beam, P. Ohio University <i>Contextual Differences in Mentoring: A Developmental Journey</i>	26
Larson-Casselton, C., Ostrom-Blonigen, J. & Borsnen, S. Concordia College, North Dakota State University & Minnesota State University, Moorhead <i>Mentoring Made It Happen: Or Did It?</i>	26
Allard, S. & Aviles, F. University of Tennessee <i>La SCALA Development of a Cross-Cultural Mentorship e-Toolkit</i>	26
Dubin, A. San Francisco State University <i>Mentoring: Its Impact in Shaping Future Educational Leaders in Graduate Schools</i>	26
Kelley, L. & Chase, Y. University of Alaska, Anchorage <i>Identifying the Silent Victims: The Complex World of Trauma Informed Advising</i>	27
Simpson, S., Ruecker, T., Carrejo, D., Flores, B.C. & Gonzalez, H. NM Institute of Mining and Technology, UNM & UTEP <i>Developing Graduate Writing Support at Three Hispanic Serving Institutions</i>	27
Gwathmey, J. & Wilcox, C. Harvard Medical School & Georgetown University <i>From Advisor to Mentor to Career Strategist: Developmental Relationships in a Changing World</i>	27
Cooper, K. & Liebau, S. Michigan Technological University <i>The Role of the Short-Term Mentor</i>	27
Morris, V. & Allen, L. University of Memphis <i>Developing Relationships between Teachers, Mentors and Principals</i>	28
Eby, L. University of Georgia <i>Facilitating High Quality Mentoring Relationships: Evidence-based Recommendations</i>	28
Irby, B. <i>Mentoring and Tutoring Journal</i> & Texas A&M University <i>Developmental Relationships: A Critique of Two Decades of Published Research from the Mentoring and Tutoring Journal</i>	28
Willbur, J. <i>The Leadership Mentoring Institute</i> <i>Creating and Sustaining the High Performance Mentoring Culture</i>	29
Kochan, F., Dominguez, N., Seary, L., Anderson, C. & Hager, M. Auburn University, University of New Mexico, Texas Tech University & Menlo College <i>Creating a Global Research Agenda on Mentoring</i>	29
Gray, W. <i>Mentoring Solutions</i> <i>Create a Pipeline (Youth-Undergrads-Professionals) in STEAM</i>	29
Lunsford, L.G. & Thomas, J.D. University of Arizona, South <i>Throw the Lifeline: Reducing Sink or Swim Attitudes in Mentoring Doctoral Students</i>	29
Rosegrant Alvarez, A. & Lazzari, M. Wayne State University & University of Washington Tacoma <i>The Application of Relational Cultural Theory to Mentoring of Feminist Academics</i>	30
Woods, K. University of Texas MD Anderson Cancer Center <i>Mentoring by Design: Soft Skills for Bioengineering and Biophysics Graduate Students</i>	30
White, J., Musser, T. & Burkman, R. Foundation For Family Life <i>Impact and Effectiveness of Developmental Relationships with Re-entering Individuals</i>	30
Takamura, T. Eastern Oregon University <i>Methodology: MBA Student Mentoring through Holistic Integration Enhances Degree Completion</i>	30
Jensen, D. & Jensen, J. California State University, Chico & Humboldt State University <i>Collaborative Mentoring for Student Success</i>	31
Wherley, V. & Samdperil, G. Sacred Heart University <i>Experiential Learning: How to Create a Meaningful Relationship between the Institution, Student and Community Partner</i>	31

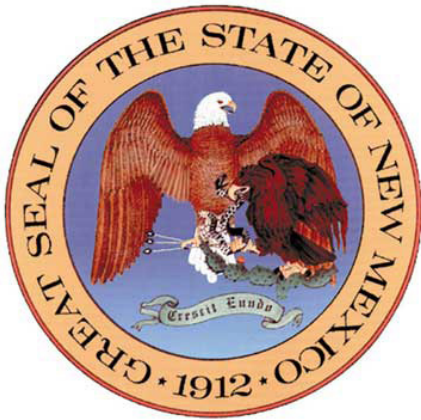
PRESENTATION INDEX

Allen, P. & Myrick, E. Lee College <i>Transformational Learning in a Correctional Environment</i>	31
Vance, C., Vance, E. & Deutsch, J. The College of New Rochelle, Fox & Bank LLP & Rocketship Discovery Prep <i>Power Mentoring for the Novice in a Professional Career</i>	31
Gentry, R. University of Mary Washington <i>Electronic Mentoring: A Qualitative Examination</i>	32
Trice, G.L. & Wiley, D.T. Albany State University <i>Mentoring, Coaching & Transition: Redefining At-Risk & Support Services</i>	32
Morales, S. Washington State University Extension <i>Effectively Engaging Latino Urban Youth in 4-H Science Project</i>	32
Colalillo, G., Reilly, M. & Cupelli, L. City University of New York & Queensborough Community College <i>Integrating a Comprehensive Mentorship Program Across the Curriculum</i>	32
Bowman, D. International Mentoring Association <i>Mentoring Program Accreditation by the International Mentoring Association</i>	33
Parks, S., Taylor, L. & Weik, J. <i>Providing Instruments for the Next Generation (PING) PING! ~ Mentor Model for Bringing Music Opportunities to Low-income Students</i>	33
Yoshikawa, M. International Mentorship Association <i>A Multiple Intelligences Approach to the Mentoring Process</i>	33
Austin, J. & Howlett, B. Potential At Work & Pacific Northwest University of Health Sciences <i>Humility in Mentoring: A Model for Fostering Co-Creation of Knowledge</i>	33
Wyre, D. & Gaudet, C. Indiana State University & University of Southern Mississippi <i>Mentoring McNair Scholars to Achieve Program Goals</i>	34
Carley, M. Virginia Commonwealth University <i>Mentoring, Networking, and Leadership Development in Graduate Information Systems Education</i>	34
Reed-Hendon, C. Oakland University <i>Medical School Preparation and Intrusive Mentoring in High School and College</i>	34
Martinez, V. Syracuse University <i>fullCIRCLE Mentoring: A Vehicle for Developmental Relationships at Syracuse University</i>	35
Weinstein, K. Queens College <i>The Queens College Graphic Design Internship Program: Program Design and Student Outcomes</i>	35
Conn, C. Stephen F. Austin State University <i>The Birth of an Undergraduate Mentoring Program for Theatre</i>	35
Egues, A.L. & Leinung, E. New York City College of Technology of CUNY <i>Workplace Incivility: Cultivating Developmental Relationships in Nursing</i>	35
Bagwell, M. Kavonia, Inc. <i>ASPIRE Survey: Establishing Resources for Engagement via a Web-Based Application</i>	36
Harward, S. Utah Valley University <i>Shifting Paradigms About Student Mentoring</i>	36
Curry, N. Michigan State University <i>Mentoring African American Female Ph.D. Students: Does Race and Gender Matter?</i>	36
Majumdar, S. Georgia Southern University <i>Design Education for Millennial Generation</i>	36
Previato, E. Boston University <i>Math and Science Partnerships</i>	37
Flitter, M.A. & Van Stralen, D. San Juan Regional Medical Center & Loma Linda University <i>Promotion of High Reliability through the Incorporation of Sensemaking into the Mentoring Curriculum</i>	37
Chiovitti-Cavalcante, R. Northern New Mexico College <i>Cognitive Restructuring and Problem Solving as Mentoring Tools</i>	37
VanderWolk, W. Bowdoin College <i>One Size Does Not Fit All: Mentoring Faculty in Higher Education</i>	37
Turner, T., Kiser, W. & Allen, L. Jacksonville State University <i>Building Leadership Capacity: Mentoring that Works</i>	38
Wynn, S. & Riggsbee, J. Duke University <i>Re-conceptualizing Reflection: Helping Students Move from Reaction to Action</i>	38
Garten, H. Embry-Riddle Aeronautical University <i>Bridging the Gap between Industry and Education through Mentoring</i>	38
Schwartz, S., Rhodes, J. University of Massachusetts, Boston & Boston University <i>Youth Initiated Mentoring: Investigating a New Approach to Mentoring</i>	38
Shenkman, M. Arch of Leadership Mentoring <i>Aspiration and Mentoring: Two Ideas in Search of Each Other</i>	39
Nunes, D. University of Hawaii <i>Father/Son Mentor/Mentee: The Parent as the Mentor</i>	39
Kacar, B., Som, S., DeMarines, J. & Ilangkoon, G. Blue Marble Space/Social Action for a Grassroots Astrobiology Network <i>Mentoring Elementary School Students Through Virtual Media: C.A.R.L. S.A.G.A.N. Mentorship Program</i>	39
Castillas, C. Independent Scholar <i>Renewable Energy and Experiential Learning for Development</i>	39
Toth, N. & Lack, A. Association of Professional Engineers and Geoscientists of Alberta (APEGA) <i>High Impact on Engineering and Geoscience Professionals</i>	40
Harris, K., Wakefield, M., Garner, D. & Pehrsson, D. University of Nevada, Las Vegas & Central Michigan University <i>Determining the Effectiveness of Academic Mentorship Programs With Best Practice Checklists</i>	40
Adler, L. & Andris, C. Monte del Sol Mentorship Program & Santa Fe Institute <i>Quantifying the Impact of Mentorships on Human & Social Capital in Santa Fe, New Mexico</i>	40
Adamitz Scrupe, M. & Graham, L. University of the Arts & Pennsylvania State University <i>Mentoring Cultural Activism: Facilitating Understanding Our Common Humanity</i>	40
Harder, E. Saskatchewan Institute of Applied Science and Technology <i>Identifying Neophyte Nursing Faculty Needs: Phenomenological Pearls of Wisdom</i>	41
Brown, J. Boston University <i>Institutionalized Mentoring in the Humanities: Problems and Solutions</i>	41
Collier, P. Portland State University <i>How Peer Mentoring Improves Decision-making and Promotes College Student Success</i>	41
Georgeson, T. & Gary, D. Central Washington University <i>Threefold Partnership</i>	42
Clayburn, P., Grund, F., Maglott, B. & Fridline, M. Ashland University & University of Akron <i>Promoting Social Support: Peer Mentoring in a Baccalaureate Nursing Program</i>	42
Costa, K. Northeastern University <i>What Types of Support Do Urban Schoolteachers Need to Increase Their Resiliency?</i>	42
Trube, M. & VanDerveer, B. Ohio University <i>Developmental Mentoring Constellations: Sustaining Engaged Scholarship</i>	42
Skuthe-Cook, L. & Warren, K. BrightLife <i>Reverse Mentoring in Large Corporations: A Case Study</i>	43
Smith, M.V. & Conklin, A. Catholic University of America & Creative Minds Public Charter School <i>Developmental Mentoring in Music Education: A Heuristic Inquiry</i>	43
Watson, M.A. & Steiner, S. University of Tampa <i>Lessons Learned from the MBA Leadership Coaching Program</i>	43
Jeffreys, M., Morin, M., Jorgensen, R. & Frost, L. Dixie State University, Utah Valley University & University of Tennessee, Chattanooga <i>Mentoring Interdisciplinary and Honors Undergraduates at Smaller Universities</i>	43
Gibson, P. Mendoza, L. University of Minnesota <i>Mentoring Relationship for Faculty from Traditionally Oppressed and Underrepresented Groups</i>	43
Foster, T. & Suresh, G. Dartmouth-Hitchcock Medical Center <i>Coaching in Graduate Medical Education: Learning to Lead Change</i>	44
Pellegrini, E. University of Missouri, St. Louis <i>Mentors' Perceptions of Stressful Mentoring Relationships: A Preliminary Report on Scale Development</i>	44
Gardiner, M. & Blondy, L. Eastern Michigan University <i>Creating the Student Nurses Association Peer Support Services (SNAPSS) Program</i>	44
Riggsbee, J. & Wynn, S. Duke University <i>Transforming Teacher Preparation: A Developmental Model</i>	44
Auyang, G. University of Cincinnati <i>The Pros and Cons of Tenured Faculties Mentoring Adjunct Faculties</i>	45
Rutter, M. Canisius College <i>Effects of Mentoring on School Engagement, Social Relationships, & Resilience</i>	45
Radford, C. University of Massachusetts, Dartmouth <i>What Happens When We Integrate Student Perspectives into Mentoring Conversations?</i>	45
Searby, L. Auburn University <i>Indicators of a Mentoring Mindset in New Principals</i>	45
Mata, H., Mancera, B., Martinez, J. & Hernandez, K. University of Texas, El Paso <i>Mentoring and Modeling to Promote Diversity in Health Disparities Research</i>	45
Busman, D. & McCrea, L. Grand Valley State University <i>Collaboration and Teacher Preparation: The Role of the Mentor Teacher</i>	46
Miller, E. & Duarte, G. University of Texas, Brownsville <i>Mentoring: Developing a Culture of Scholarship That Matters</i>	46
Jones, K. University of Kentucky <i>Group Mentoring: A Strategy for Academic Success among Elementary School Youth</i>	46
Harris Stefanakis, E. Boston University <i>Making Mentoring More Visible With E-Portfolios: Leaders Documenting a Developmental Relationship</i>	46
Neumann, C.E. Touro College <i>Physical Therapy Students in Pediatric Sites: What's Important to Physical Therapy Mentors?</i>	47
Peltz, I.D. & Studley, E.S. New York University <i>Way to Grow! Using Mentor Relationships to Develop Future Dentists</i>	47
Berkovitz, T. Boston University <i>The Mentoring Trifecta: Course Work, Events & Networking</i>	47
Kolich, E. & Maraist, C. Benedictine University <i>Mentorship and Mutual Transformation within the Doctoral Dissertation Journey</i>	48
Wright, M. RAMA Consulting Group <i>Getting PUMPed: Building a Culture for Mentoring in the Public Sector</i>	48
Barnett, C. CGB Associates, LLC <i>Mentoring through the Doctoral Journey and the Dissertation Process: Are YOU Ready?</i>	48
Tanniru, M. Oakland University <i>Peer to Peer Mentoring with Global Reach</i>	48
Cortijo-Doval, E. Virginia State University <i>Self-determination of Post-exile Cuban-American Women in Leadership Roles in the United States</i>	48
Allen, T. University of South Florida <i>Keys to the Development and Implementation of Formal Mentoring Programs</i>	49
Clutterbuck, D. European Mentoring & Coaching Council <i>How Much Do Mentees Need Goals?</i>	49
Baugh, D. & Willbur, J. The Live Your Dream Foundation <i>How Mentoring Rescues and Restores Resilient Learners</i>	49
Lunsford, L.G. & Ochoa, E. University of Arizona, South <i>Chicano What? Influence of Culture on Mentoring of New Teachers</i>	50
Cowin, K. Oregon State University <i>Trust, Power & Caring in Cooperating & Student Teacher Mentoring Relationships</i>	50
Hatfield, J. Kansas State University <i>The Dismantling of Shame through a Mentoring Relationship</i>	50
Donnelly, L. Kansas State University <i>Generations: The Changing Dynamics of Mentoring through Four Decades of Experience</i>	50
Hartigan, B. University of Saint Joseph <i>Mentoring Teacher Candidates: The Co-Teaching Model</i>	50
Williams, S. University of New Mexico <i>Impact of Relationships Among Educators & Instructional Coaches in a Large Urban School District</i>	51
Hill, D. Abilene Christian University <i>Mentoring Members in a Professional Association for Leadership Roles</i>	51
Keathley, R. Sam Houston State University <i>Fostering Mentoring Relationships through Service-Learning</i>	51
Doser, D. University of Texas, El Paso <i>Mentoring to Strengthen the 2-Yr to 4-Yr College Pipeline of Geology Students</i>	51
Rice, C.M. & Agbor, S. Nova Southeastern University <i>Mentoring as a Tool for Developing Self-Efficacy in Children</i>	52
Kane, K. University of California, Los Angeles <i>Getting From Here to There: Youth Mentorship in a Progressive Summer Dance Theater Program</i>	52
Leinung, E., Egues, A.L. & Donsky, M.S. New York City College of Technology of CUNY <i>Transforming Perspectives on Health, Illness and Healing</i>	52
Mitchell, R. & Qubbaj, A. University of Texas, Pan American <i>Flipping Faculty Development: Experiential Learning in Faculty Support Programs</i>	52
Frazzini, R. University of Minnesota <i>What Do I Do Now? Impact of a New Training Program on Transformational Mentoring</i>	53
Ayodele, Y. International Mentoring Agency <i>Four Cardinal Ways of Holistic and Most Impacting Mentoring Best Practices</i>	53
Kuuskoski, J. University of Missouri <i>Mentoring Personal Career Plans in the Arts: A Practical Introduction</i>	53
Brown, K. University of Illinois, Chicago <i>Promoting Positive Social Development among African American Boys</i>	53
Thomas, S. University of Nebraska, Lincoln <i>Systematizing Effective Mentoring through Cohort Cross-talk</i>	54
Lakind, D. University of Illinois, Chicago <i>Mentoring Relationships in Context: Perceptions and Experiences of Paid Mentors</i>	54

PRESENTATION INDEX

Callahan, M. <i>University of Oklahoma Mentoring Communities for Academia Outreach Design Projects</i>	54
Barnett, S. & Getz, D. <i>Indiana University Holistic Developmental Relationships for Successful Minority Scholars</i>	54
Cortijo-Doval, E. <i>Virginia State University Self-Determination in Transition Planning from School to the Workforce for Young Hispanic Adults with Disabilities</i>	55
Rice III, G. <i>George Washington University Approach One to Coach One: Benefits of Peer Mentoring Programs in Higher Education</i>	55
Brimmer, A. <i>Nova Southeastern University Mentoring for Change in a Unique University: Alternative High School Collaboration</i>	55
Binson, D. & Lightfoot, M. <i>University of California, San Francisco Mentoring Early Career Investigators in HIV/STI Health Disparities Research</i>	55
Eason, C. <i>University of Connecticut The Impact of Role Models and Mentors within the Athletic Training Profession</i>	56
Filer, J. <i>University of Central Arkansas Developing Dispositions of College Students through Mentoring</i>	56
Smith, S. <i>University of Texas, Austin The Importance of Relationships for African American Female Executives at PWs</i>	56
Hough-Everage, A.L. & Stackelhouse, M. <i>Brandman University, Chapman University System & Excelsior Charter Schools Ideas from One Campus that Work for Successful Developmental Relationships</i>	56
Boettcher, C. & Hammer, J. <i>Texas A&M University Mentoring Students by Subtracting Stereotypes while Studying-Aboard: A Case Study</i>	57
Flores, B. & Claeys, L. <i>University of Texas, San Antonio Culturally Efficacious Mentoring within a Community of Practice</i>	57
Navarra-Madsen, J. <i>Texas Woman's University NSF Scholars Mentoring Program and Its Impact in Broadening STEM Participation</i>	57
LaRosa, J. & Rios, E. <i>Drexel University Personal Leadership Development Using an Experiential Model</i>	57
Hill, S.L. & Burgess, M. <i>University of Calgary Collaborative Partnerships: Pre-service Teachers and Professional Practice</i>	58
Platt, S., Davis, T. & Maher, M. <i>University of South Carolina The Role of Mentoring in Minority Professional Identity Development</i>	58
Harper-Dorton K. <i>Virginia University Campus/Community Collaborative: Mentoring Families for Greater Self-Sufficiency</i>	58
Niebuhr, V. Szauter, K. <i>University of Texas, Medical Branch Curriculum Vitae and Educator Portfolio: Mentoring Junior Faculty to Academic Promotion</i>	58
Han, B. <i>Utah Valley University Mentoring as Part of the College Experience</i>	59
McWilliams, A. Goldwasser, E. <i>Wake Forest University & Duke University Building Intentional Mentoring into Co-Curricular and Extra-Curricular Experiences</i>	59
Kahle-Piasecki, L. & Doles, S. <i>Tiffin University & University of Toledo Best Practices in a Changing Mentoring Environment</i>	59
Alem-Walker, B. <i>Abilene Christian University Mentoring: The Art of Being Fully Present</i>	59
Louth, S. <i>University of Southern Queensland Mentoring Indigenous Secondary School Students to Raise Educational Aspirations</i>	59
Cianflone, M. <i>University of New Mexico STEAM: How Artistic Mentorship Practices Reinforce Developmental STEM Relationships</i>	60
Pearson, M. <i>California Baptist University Leading through Mentoring Relationships: Results of Phenomenological Research with Millennials</i>	60
Fabrikant, N. & Cabral, D. <i>SRI International Preliminary Results of Randomized Control Trial Study of Check & Connect Program</i>	60
Wayne, S. <i>University of New Mexico The Influence of Mentoring on the Development of Novel Teaching Methods</i>	60
Hurewitz, F. <i>Drexel University Peer-Mediated College Supports for Students with Autism</i>	61
Balint, K. <i>Wayne State University Theoretical Approach to Enhancing the Role of the Evidenced-Based Mentor in a Tertiary Care Setting</i>	61
Hritz, L. <i>University of Arizona, South eMentor Network: Elements of Collaboration and Learning</i>	61
Kennedy, T. <i>Liberty University Mentoring Program's Impact on Transition of Bedside Clinician to Faculty Role</i>	62
Kurepa, A. <i>North Carolina A&T State University Impact and Effectiveness of Mentoring in the Math S-STEM Program</i>	62
Montalvo, W. <i>Columbia University Mentors' Perception and Mechanisms used to Develop Transformational RN Leaders</i>	62
Nowell, L. <i>University of Calgary Mentorship in Nursing Education: Building Developmental Relationships</i>	62
Rowe, J. & Buell, M. <i>Delaware Institute for Excellence in Early Childhood & University of Delaware Developmental Relationships to Increase Quality in ECE: A Statewide System</i>	63
Scott, B. & Scott, J. <i>Abilene Christian University Rookie Club: Novice Teacher-Professor Relationships</i>	63
Wright, S. & Hurewitz, F. <i>Drexel University Self-Advocacy & College Satisfaction in Autism-Focused College Support Programs</i>	63
Schipani, C. <i>University of Michigan Legal Constraints and Affirmative Action: Mentoring as an Alternative</i>	67
Dietz, L. <i>Independent Scholar The (non) Effects of Mentoring Standards on the Mentor-Mentee Relationship</i>	67
Silver, B. <i>University of Rhode Island Work-Life Mentoring Program for STEM Faculty</i>	67
Jackson, J. & Cluskey, M. <i>Bradley University Mentoring New Faculty: A Multi-Dimensional Model</i>	67
Donnelly, L. <i>Kansas State University The Svengali Trap: Navigating the Rapids in Mentoring Relationships</i>	68
Wu, M. Huynh, M. & Wong, A. <i>California State University, East Bay Student Service Operation for Success (SSOS) Mentoring Model</i>	68
Morgan, B. <i>University of Tennessee Metrics for Formal Mentoring Programs for Graduate/Professional Students</i>	68
Haynor, A. <i>Seton Hall University The Developmental Relationship as a Form of Sociation</i>	68
Clarkson, L., Ntow, F. & Chidhachack, S. <i>University of Minnesota Prepare2Nspire: Mentoring and Tutoring Mathematics in an Urban Setting</i>	69
Downing, N. & Dinwiddie, L.R. <i>Western Kentucky University Mentoring: A Case Study</i>	69
Garton, S. & Russ, D. <i>University of Alaska, Anchorage Faculty Peer Support Initiative</i>	69
Yates, D. <i>National Gang Crime Research Center Mentoring Typology III: Implementation</i>	69
Brothers, E. <i>University of Tennessee, Knoxville Exploring the Mentoring Experience for Underrepresented Groups in STEM</i>	70
Barnett, C. <i>CGB Associates, LLC Does It Matter Who? A Gender Perspective on Mentoring</i>	70
Wimsatt, B. <i>Independent Scholar Mentoring as a Difference Maker</i>	70
Aoukar, R. <i>University of Tennessee Design for Mentors</i>	70
MacDonald, M., Rosehart, P., Banuke, L., Blazevich, D., Chi, B., Donovan, L., Sigaty, K. & Templeton, M. <i>Simon Fraser University Liminal Moments: Our Journeys as Leaders and Mentors</i>	71
Hubbard, K. <i>Stephen F. Austin State University Mentoring STEM Majors into Careers in Teaching</i>	71
Thorpe, T. <i>TNT Development Millennials and the Evolution of Online Mentoring</i>	71
Teniente-Matson, C. & Magdaleno, K. <i>California State University, Fresno Equation for Access (Cabinet support + Staff Mentorship) = A Leadership Pipeline</i>	71
Carrejo, D., Rodriguez, S.E., Shenberger, J.M., Lopez, Y. & Flores, B.C. <i>University of Texas, El Paso Learning to Mentor and be Mentored: Doctoral Student and Faculty Perspectives</i>	72
Merrill, T. <i>Eastern Michigan University Music Therapists and Mentoring: A Resonance Model</i>	72
Creighton, T. <i>University of Nebraska, Lincoln The TIM Experience: Multi-Media Mentoring for Black Boys and Its' Effects on Positive Life Outcomes</i>	72
Pong, M. <i>A.T. Still University Lessons Learned from Peer Mentoring in the Medical Education Layer Cake</i>	72
Ramirez, L. <i>California State University, East Bay GANAS: Gaining Access N Academic Success</i>	73
Fraser, K. & Pedrotty, M. <i>University of New Mexico Mentoring Survey of Clinician Educators: Construction, Dissemination, and Analysis</i>	73
Ullman, C. <i>University of Texas, El Paso Bienvenidos a Facebook por la Tutoria: Using Facebook for Mentoring New Teachers</i>	73
Briones, J. <i>Texas A&M University, Kingsville Latina/o Faculty Members as Mentors in Hispanic Serving Institutions</i>	73
Ferreira, M., Richmond, G. & Dershimer, R.C. <i>Wayne State University, Michigan State University & University of Michigan, Ann Arbor Lesson Learned from a Collaborative Partnership in Teacher Mentor Development</i>	74
Beasley, M. <i>Morgan State University At-Risk Student Academic Achievement: The Effects of School-Based Mentoring</i>	74
White, N. & Thornton, M. <i>University of Akron It's What We Do: The Relationship and Student Success</i>	74
Hey, W. & Fitzpatrick, A. <i>Western Kentucky University Identifying Strategies for Partnership Creation Between Academic Graduate Programs & Professional Organizations</i>	74
Ramamoorti, S. <i>Kennesaw State University Socialization through Mentoring in the U.S. Public Accounting Profession</i>	75
Ramroosingh, M., Mathura, C. & Bhawanie, W. <i>University of the West Indies, St. Augustine OMG! Overcoming the Multicultural Gap! Mentoring Science Teachers</i>	75
Hansra, R. & Cobb, N. <i>DePaul University Lesson Learned from the Teachers' Residency Hybrid Program</i>	75
Allen, H. & Lopez, T. <i>University of New Mexico The Power of Social and Mentoring Networks in an Executive MBA Program</i>	75
Martinez, I. <i>University of Texas, El Paso The Art of Mentoring, its Strengths, its Implications and its Limitations; Lived Experiences of a Mentor</i>	76
Gray, S. <i>BIB Enterprises, LLC Students with Disabilities Need Mentors Too!</i>	76
Hatfield, J. <i>Kansas State University Mentoring Brokenness: The Undesired Element That Molds Great Leaders</i>	76
Osa, J.O. & Oliver, A. <i>Virginia State University Integrating Attachment Theory Into a Mentoring Developmental Relationship Model</i>	76
Glover, J. & Smith, T. <i>Oklahoma State University & White Horse Ranch Cowgirl Guidance: Equine Therapy and Mentoring Services of the White Horse Ranch</i>	77
Wright, J. <i>Virginia Union University Preparing Black Males (Grades 8 - 10) for STEM Careers: A University/Community Training Model</i>	77
Steinback, F., Kuuttilla, E. & Courtney, J. <i>University of New Mexico Mentoring in Creativity and the Arts</i>	77
Arshavskaya, E. <i>Utah State University Effective Tools for Teacher Mentoring Implemented in an MA TESOL Practicum</i>	77
Maher, M., Platt, S. & Davis, T. <i>University of South Carolina Developmental Relationships Underpinning Collaborative Disciplinary Writing</i>	78
Leeman, E. & Leeman, S. <i>Columbia Medical School & Boston University Probing Neurobiology for Insight into Mentoring Relationships</i>	78
Thomas, N. <i>Bystydzienki, J. Ohio State University Peer Mentoring of Women STEM Faculty as Part of Institutional Change</i>	78
Rodriguez, S.E., Shenberger, J.M., Carrejo, D., Flores, B.C. & Lopez, Y. <i>University of Texas, El Paso Learning to Mentor and Be Mentored: The Excellence in Mentoring Lecture Series</i>	78
Davis, W. & Lodice, J. <i>Central Connecticut State University Sustainability and the Impact of Developmental Relationship Programs: An Empirical Study</i>	79
Davis, R. <i>University of Tennessee, Knoxville Black, Brown and STEM: Issues in STEM and the Use of Academic Library Resources and Services</i>	79
Katira, K. & Dath, M. <i>University of New Mexico UNM Service Corps: Leadership for Community Capacity Building</i>	79
Myers, M., Samuel, M. & Berek, A. <i>Arlington County Public Schools & George Washington University Mentoring One's Way to Leadership: A Developmental Model</i>	79
Punyanunt-Carter, N. <i>Texas Tech University Virtual Mentoring</i>	80

FINANCIAL SPONSORS



OFFICIAL SPONSOR

ALBUQUERQUE

WHERE IT'S @

PLAN YOUR MEETINGS, CONVENTIONS AND FAMILY VACATIONS IN ALBUQUERQUE, NM. WE OFFER A DIVERSE CULTURE IN BUSINESS, PAIRED WITH A RICH HISTORY. WALK THROUGH THE DOORS OF OUR DYNAMIC CITY AND SEE WHY ALBUQUERQUE IS WHERE IT'S @!



@THE ALBUQUERQUE HISPANO CHAMBER OF COMMERCE

(505) 842-9003 • 1-888-451-7824 • 1-800-754-4620
WWW.AHCNM.ORG • EMAIL: ABQWHEREITS@AHCNM.ORG

@ABQ BIOPARK ZOO



THE UNIVERSITY OF NEW MEXICO

Robert G. Frank, President
 Chaouki Abdallah, Provost & Executive Vice President, Academic Affairs
 Eliseo 'Cheo' Torres, Vice President, Student Affairs
 Tim Gutierrez, Associate Vice President, Student Services
 Marc Saavadra, Director, Government Relations
 Mathew David Munoz, Government Relations Officer

THE STATE LEGISLATURE

Senator Linda Lopez
 State Representative Antonio "Moe" Maestas

CONFERENCE MARKETING & MEDIA

Dorene Dinero, Program Planning Manager, Student Affairs, UNM
 Carolyn Gonzales, Senior University Communication Representative
 Yvonne Gandert, Marketing Assistant, UNM Mentoring Institute

PARTNERSHIPS & NETWORKING

Linda Coy, President, International Mentoring Association
 David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council (EMCC); Chair of the Board, International Standards for Mentoring Programmes in Employment (ISMPE)

RESEARCH

Patricia Boverie, Professor Organizational Learning, UNM
 Bruce Perlman, Professor School of Public Administration, UNM

EDUCATION, TRAINING & CERTIFICATION

Leah Boetgler, Director Employee and Organizational Development, UNM

OPERATIONS & EVALUATION

Tim Gutierrez, Associate Vice President, Student Services, UNM

MENTORING INSTITUTE

Nora Domínguez, UNM Mentoring Institute Director
 President Elect of the International Mentoring Association (IMA)
 Mentoring Conference Chair

PEER REVIEWERS

Lee Allen
 Renee Bauer
 Amy Bickel
 Cindy Boettcher
 Susan Brandt
 Allison Brimmer
 Jody Briones
 Marsha Carr
 Mary Cianflone
 Nell Cobb
 Laurel Dietz
 Laura Donnelly
 Chelsea Dorman
 Aida L. Egues
 Maria Ferreira
 Jennifer Fritz
 Kate Gale
 Yvonne Gandert
 Susan Garton
 Roberta Gentry
 Sheila Gray
 Toni Gwin
 Janet Hammer
 Anthony Haynor
 A. L. Hough-Everage
 Michelle Hughes
 Tonia Kennedy
 Eileen Kolich
 Carl Michael Letamendi
 Kathy Lippincott
 Laura Lunsford
 Margaret MacDonald

PEER REVIEWERS

Michelle Maher
 Patricia Mason-Hind
 Holly Mata
 Candace Mathura
 Zaidy MohdZain
 Wanda Montalvo
 Junalyn Navarra-Madsen
 Stephanie Norander
 Lorelli Nowell
 Forster Ntow
 Estrella Ochoa
 Andrean Oliver
 Justina O. Osa
 Tracy Parish
 Emma Previato
 Rita Purcell-Robertson
 Mitra Ramroopsingh
 William Schnaithman
 Travis Siemon
 Stella Smith
 Ann M. Stalter
 Mohan Tanniru
 Cynthia Teniente-Matson
 Stacey Teruya
 Sarah Thomas
 Randy Triplett
 Tommy Turner
 Connie Vance
 Barbara Walters
 Sheri S. Williams
 Jacqueline Witter
 Erica Woods-Warrior
 Kendra V. Woods

CONFERENCE LOGISTICS TEAM

Yvonne Gandert, Marketing Assistant | Jameson Hansen, Web Administrator
 Travis Siemon, Research Assistant | Chelsea Dorman, Research Assistant
 Steven Guerin, Social Media Marketing Assistant



International Institute
Leadership, Mentoring and Coaching

International Institute for Leadership, Mentoring, and Coaching, LLC

Dedicated to help institutions in the development of
Leadership, Mentoring, and Coaching
through consulting, training, certification, and evaluation

Prepare for success in international global
leading institutions

web | www.mentorleader.net e-mail | mentorleader@mentorleader.net skype name | mentorleader

USA Office
2501 San Pedro Dr. NE. Suite 213
Albuquerque, NM. 87110

Mexico City Office
Calle Escuinapa #314. Suite B
Coyoacán, México. 04369

SAVE THE DATE!

2014 Mentoring Conference

Tuesday, October 21 – Friday, October 24, 2014

Call for Proposals Release:
March 15, 2014

Submission Deadline:
May 15, 2014

Accepted Proposal Notification:
May 30, 2014

Paper Submission Due:
June 30, 2014

Peer Reviewed Paper Submission Returned:
July 30, 2014

Final Paper Submission Due
August 30, 2014



Mentoring Institute

ADDRESS

1716 Las Lomas NE
Albuquerque, NM 87131

PHONE NUMBER

505.277.1330

FAX NUMBER

505.277.5494

WEBSITE

mentor.unm.edu

SOCIAL MEDIA

facebook.com/mentorUNM
[@UNMentoring](https://twitter.com/UNMentoring)

EMAIL

mentor@unm.edu