UNM
Mentoring Institute

9th Annual Mentoring Conference

DEVELOPMENTAL NETWORKS

The power of mentoring and coaching

The Mentoring Institute
A Division of Student Affairs
Albuquerque, New Mexico

October 25-28 2016 Albuquerque,NM

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UNM

Mentoring Institute

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

On behalf of the University of New Mexico, we are pleased to welcome you to the 9th annual mentoring conference. The 2016 conference has embraced this theme: ***Developmental Networks: The Power of Mentoring and Coaching.*** It is our honor to host of this conference, featuring proposals that critically and innovatively analyze different types of developmental relationships and how networking through various disciplines may contribute to the long-term success and prosperity of an individual. Throughout this week, it is our hope that we can all come to understand the underlying motivations that make mentoring a beneficial endeavor, as well as the rich benefits that this practice can provide. We hope that each and every participant will leave with a newfound appreciation for the role of mentoring in their lives.

The goal of this conference is to highlight mentoring as a major component of success by introducing developmental networks as a way to cultivate relationships among a broad constituency, including divisions of higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals. To achieve this goal, we hope to incorporate a reality widely known among mentors, one perhaps best put by Robert Ingersoll when he offered, "We rise by lifting others." During this conference, it is our sincere hope that you will take advantage of each opportunity you have to uplift or be lifted by one another. There is much to learn when we get together to share unique perspectives.

We would like to take a moment to commend your hard work and dedication to improving the lives of others through mentoring and building connections through a complex network of support. The decision to embark on the mentoring journey is unique for each individual. What motivates one person will at some point in time motivate another similarly. It is building these connections with one another that inevitably promote the success of everyone involved in the mentoring process. We are proud to open our campus to each of you, and are looking forward to being a part of the mentoring dialogue and promoting a mentoring network for many years to come.

Since 2008, the Mentoring Institute, a division of Student Affairs at the University of New Mexico (UNM), has hosted the mentoring conference at the Student Union Building on UNM's main campus. For the 2016 conference, we anticipate a plethora of involved discussions, unique networking opportunities, dynamic hands-on workshops, and engagement with professionals from a diverse variety of disciplines. Spanning five days, the 9th Annual conference will feature 3 pre-conference workshops, over 200 unique sessions, a presentation from our keynote speaker Wendy Murphy, 5 plenary presentations, and a poster session featuring over 70 exhibitions. It warms our hearts to see the conference continuing to grow and expand year after year, increasing its capacity to share and spread ideas to a larger, and more engaged, audience.

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

Sincerely,

Robert G. Frank	Chaouki Abdallah	Eliseo Torres	Nora Dominguez
President	Provost & Executive Vice-President Academic Affairs	Vice President Student Affairs	Conference Chair & Director The Mentoring Institute

University of New Mexico Executives

Robert G. Frank, Ph.D.

President, University of New Mexico

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. The University of New Mexico is home to the University of New Mexico Health Sciences Center (The School of Medicine and Colleges of Nursing and Pharmacy) as well as twelve schools and colleges, and is ranked in the top 100 research universities in the U.S. and Canada. Dr. 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 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).

Eliseo Torres, Ph.D.

Vice-President for Student Affairs, University of New Mexico

Dr. Eliseo Torres has served as Vice President for Student Affairs at The University if 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 Affair 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.

Chaouki T. Abdallah, Ph.D.

Provost & Executive Vice President for Academic Affairs, University of New Mexico

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 ISTEC 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.

Tim Gutierrez, Ed.D.

Associate Vice President for Student Services, University of New Mexico

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.

About the University of New Mexico

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

The People

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

About the Mentoring Institute

The Mentoring Institute was established in 2007 to instill, foster and promote a mentoring culture at the University of New Mexico. Our mission is to further the reach and impact that mentoring has on the world on a local, state, national and international level.

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

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

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

The Programs

The University is the state's flagship research institution. University of New Mexico 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 movre 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.

Annual Mentoring Conference

Each year, the Mentoring Institute hosts its annual mentoring conference. Featuring four keynote/plenary sessions and over 300 presentations total, the 2015 conference brought close to 700 people to New Mexico. We aim to host a broad constituency, which includes divisions of higher education, academic researchers, educators, community leaders, administrators, non-profit partners, government agencies, and other professionals.

We invite faculty, staff and students of higher education, researchers, K-12 educators, community leaders, administrators, non-profit partners, government agencies, and other professionals to join us in a rich mix of conversation, networking opportunities, hands-on workshops, and engagement among scholars and professionals in the fields of mentoring, coaching, and leadership.

Who Attends the Conference?

At the 2015 Mentoring Conference, 87% of attendees were faculty, staff, or students from higher education. The remaining 13% are from the areas of health care, government, non-profit, and corporate/business.

Conference Chair & Institute Director

Nora Domínguez, Ph.D.

Director of the Mentoring Institute and Conference Chair, University of New Mexico
President, International Mentoring Association

Dr. Nora Domínguez is President 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 Speaker

Wendy Murphy

Associate professor of management, Babson College

Wendy Marcinkus Murphy is an Associate Professor of Management at Babson College. She primarily teaches organizational behavior for undergraduates and managing talent in the graduate programs, as well as customized executive education. Currently, she is Co-coordinator for the Foundations of Management and Entrepreneurship (FME) program, a yearlong interdisciplinary course in which students create, develop, launch, and manage a business. She has served as the Faculty Advisor for the Mentoring Programs through the Center for Women's Entrepreneurial Leadership (CWEL). Prior to joining the faculty at Babson College, she taught at Boston College and Northern Illinois University. She earned her A.B., M.S., and Ph.D. from Boston College.

Professor Murphy's research interests are in the area of careers. Her work focuses on mentoring and developmental networks, identity, and the work-life interface. Specifically, she explores the mutual learning that occurs through nontraditional developmental relationships for the benefit of individuals and organizations. In addition, she is interested in how positive relationships across the work-life interface facilitate career success.

Murphy has published her research in several journals, including the Academy of Management Learning and Education, Career Development International, Gender in Management, Human Resource Management, Journal of Management and the Journal of Vocational Behavior among others. Her book with Kathy Kram, Strategic Relationships at Work: Creating your circle of mentors, sponsors, and peers for success in business and life, applies the scholarship of mentoring to help everyone become an entrepreneurial protégé. In 2014, she was recognized by Poets & Quants as one of the "40 Most Outstanding B-School Profs Under 40 in the World."

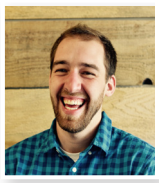
Murphy has served as a Representative-at-Large for the Careers Division of the Academy of Management. She is also a member of the American Psychological Association, Society for Industrial and Organizational Psychology, and the Organizational Behavior Teaching Society. Professor Murphy lives in Dover with her husband and three young children.

UNM Mentoring Institute

Plenary Speakers

Chad Littlefield

We! Co-founder



Chad Littlefield, M.Ed., is the co-founder of We!™ (www.weand.me), author of the Pocket Guide to Facilitating Human Connections, and former TEDx speaker. As a professional speaker and facilitator, Chad designs fun, challenging, and engaging experiences and tools that break down communication barriers, and increase connection and engagement. He has worked as an instructor at Penn State University and led the design team who created We! Connect Cards™ which are now being used to create conversations that matter in universities and companies in over 50 countries around the world. Chad has the privilege of consulting, coaching, and facilitating within organizations like JetBlue, Starbucks, Penn State, Typeform, United Way, Goodwill, and dozens more.

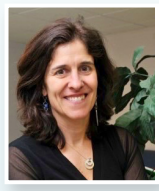
Audrey J. Murrell

Associate Dean, College of Business Administration, Associate Professor of Business Administration, and Director of the David Berg Center for Ethics and Leadership at the University of Pittsburgh

Audrey J. Murrell is currently Associate Dean of the College of Business Administration, Associate Professor of Business Administration, and Director of the David Berg Center for Ethics and Leadership at the University of Pittsburgh, School of Business. Dr. Murrell conducts research on mentoring, careers in organizations, and social issues in management. In her role as the Director of the David Berg Center for Ethics and Leadership, she has led numerous projects and efforts examining corporate social responsibility and its impact on organizational effectiveness. This includes the creation of the innovative tool for measuring food security known at the "Food Abundance Index"©. Her work has been published widely in management and psychology journals including several books: "Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations" (with Crosby and Ely); "Intelligent Mentoring: How IBM Creates Value through People, Knowledge and Relationships" (with Forte-Trummel and Bing); and, the forthcoming books entitled "Mentoring in Medical and Health Care Professions" (with South-Paul) and "Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms" (McGraw-Hill) with Stacy Blake-Beard. Dr. Murrell serves as a consultant in the areas of mentoring, leadership development, and workforce/supplier diversity. She has received numerous recognitions including the Mayor's Citizen Service Award which proclaimed Aug. 12th, "Dr. Audrey Murrell Day" within the city of Pittsburgh. Audrey's community service activities include having served on and chaired a number of non-profit and community boards.

Jean Rhodes

Professor of Psychology and Director of the Center for Evidence-Based Mentoring, University of Massachusetts



Jean Rhodes is the Frank L. Boyden Professor of Psychology and the Director of the MENTOR/UMass Boston Center for Evidence-Based Mentoring. Rhodes has devoted her career to understanding and advancing the role of intergenerational relationships in the social, educational, and career development of disadvantaged youth. She has published three books (including Stand by Me: The risks and rewards of mentoring today's youth, Harvard University Press), four edited volumes, and over 100 chapters and peer-reviewed articles on the topics related to positive youth development, the transition to adulthood, and mentoring. Rhodes is a Fellow in the American Psychological Association and the Society for Research and Community Action, and was a Distinguished Fellow of the William T. Grant Foundation. She serves as Chair of the Research and Policy Council of MENTOR: The National Mentoring Partnership, is a member of the John D. and Catherine T. MacArthur Foundation Research Network on Connected Learning and sits on the advisory boards of several mentoring and policy organizations. Dr. Rhodes obtained her doctorate in clinical psychology from the DePaul University and completed her clinical internship at the University of Chicago.

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Maggie Werner-Washburne

University of New Mexico

Dr. Maggie Werner-Washburne is PI of the NIH-funded, UNM-IMSD program and Regents Professor emerita of Biology at the University of New Mexico. She was a member of the NIH NIGMS Advisory council (2012-2016) and a board member and President of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). In addition to researching the development of quiescence in the yeast Saccharomyces cerevisiae, Dr. Werner-Washburne mentored hundreds of students in her laboratory and in the IMSD program who have gone on to successful careers in science, medicine, and business. She has been awarded the Presidential Award for Science, Math, and Engineering Mentoring (PAESMEM), a Presidential Young Investigator Award, the Harvard Foundation Scientist of the Year award, SACNAS Distinguished Scientist, the EE Just award from the American Society of Cell Biology, and is an AAAS Fellow, and is currently working on a study entitled Millennial Voices with a colleague at UCSF and writing a book based on her mentoring experiences and success. Five years ago, she started a Pathways Scholars program, focused on freshmen, sophomore, and transfer students that, over this time, increased retention and graduation of Native American students in the program by as much as 70%. Her current dream is to develop Conversational Retreats in the Rocky Mountains, to allow groups to think deeply about and identify testable solutions to chronic, hard problems

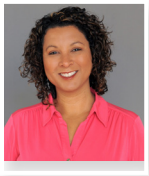
Paul Stokes

Sheffield Business School

Paul Stokes is currently the Subject Group Leader for Organisational Behaviour and Human Resource Management Group within the Department of Management at Sheffield Business School (SBS), managing a group of approximately 40 staff. In 2002, he co-founded SBS's MSc in Coaching & Mentoring programme which was the second Masters course in coaching in the UK and leads the Coaching & Mentoring Research Unit at SBS.For the last 16 years, Paul has worked with a range of organisations from different sectors, helping them to design, deliver and evaluate their coaching & mentoring programmes, including the NHS, local authorities, UK Government universities, social care, manufacturing, retail and third sector businesses. In addition, he coaches managers and leaders, both as part of SBS's leadership programmes as well as privately. He also supervises coaches and mentors in their practice, both individually as a part of group supervision processes through action learning sets. As an academic, Paul has co-written two best selling texts : Mentoring in Action (Kogan Page) and Coaching & Mentoring Theory & Practice (Sage), the latter of which is currently being revised for its third edition (2017 publication). Furthermore, he has written a number of book chapters, journals and magazine articles on coaching & mentoring. In 2015, he completed his PhD thesis which was focused on examining the concept of the skilled coachee.

Tamara Thorpe

Organizational Development Consultant



Tamara Thorpe is a Life Guide, Leadership Expert, and Organizational Development Consultant. She creates exceptional leadership training programs for Millennial leaders, and helps businesses understand and leverage a multi-generational workforce. She also helps entrepreneurs and growing businesses create engaged and high performing teams, and sustainable learning organizations. Tamara has a degree in Linguistics from the University of California, San Diego and a Masters in Leadership and Training from Royal Roads University in Victoria, British Columbia. Tamara became a solopreneur in 2007 and has been designing and delivering life changing programs for both young and seasoned professionals ever since. Tamara has mentored and coached professionals from across the globe and presented at international conferences sharing her expertise on leadership development, understanding difference, and intergenerational collaboration.

Pre- Conference Workshops Speakers

Jillian Gonzales

University of New Mexico

Jillian Gonzales is a seasoned organization development professional with the passion and specific skills to support transformation at individual, group and system levels. After receiving her Masters from New York University, she began her career in New York City as a health educator and program manager, providing support to multiple city, state and national grants from the Center for Disease Control and Prevention and federal government. Upon returning to her home state of New Mexico, Jillian was mentored and coached by various individuals and developed her passion and skills in multiple industries. Most recently, her training in Motivational Interviewing, Gestalt theory and practice and Mediation allow her partner with clients in multiple ways. Jillian's ability to connect to people and groups is a hallmark of her success. Jillian is a past Sandia Prep Board member and served on the Southwest Women's Law Center as a member and President. She is also a current member of the International Coaches Federation's local chapter and the local chapter of Association for Talent Development. Her most recent opportunity is coordinating an international professional group focused on implementing Motivational Interviewing into business settings.

Laura Gail Lunsford

University of Arizona

Laura Gail Lunsford is an expert on mentoring and leader development. Her focus is on supporting optimal relationships in effective and efficient ways. She is an interesting and entertaining speaker who consults and presents nationally and internationally on mentoring programs and practices. In response to many queries about mentoring programs she recently published a Handbook of Managing Mentoring Programs: Starting, Supporting, and Sustaining Effective Mentoring. Laura is also one of the co-editors of the Sage Handbook of Mentoring, which will be published in early 2017. Laura has authored over 30 case studies, chapters, and articles on leadership, mentorship dysfunction, optimizing mentoring relationships, mentor benefits, and evaluating mentoring. Her work has been cited in Inc. Magazine, featured by the European Mentoring and Coaching Council, published by Wiley & Sons, Inc. and in peer reviewed journals such as the Journal of Mentoring & Tutoring, and the International Journal of Coaching and Mentoring.

Jerry Willbur

The Leadership Mentoring Institute

Jerry Willbur has consulted nationally and internationally with large multi-billion dollar organizations such as S.C. Johnson, the ServiceMaster Company, Fujitsu I.T. Consulting, etc. and has also created and led several successful startups in the healthcare and high tech fields. He is an award winning researcher and implementer in the field of mentoring with a well-earned reputation as a culture doctor. He helps create high performance cultures by developing effective leadership teams using a customized, structured mentoring strategy. He describes his methods in his two books published by Corby Publishing of Notre Dame entitled: Herding Hummingbirds: Creating and keeping uncommon crosscurrent leaders and Giant Killers: Creating the remarkable customer service culture.

Monday, October 24th

Pre-Conference Workshops | 8:00 am – 12:00 pm

Jerry Willbur
CEO of the Leadership Mentoring Institute
Lobo A&B

Neuroscience and Mentoring: A Toolkit For Building Effective Developmental Networks

Dramatic improvements in brain scanning devices available to researchers are opening up exciting discoveries about mentoring. We can now observe in real time as the brain reacts to mentoring experiences and actually restructures itself before our eyes. For example, researchers have long hypothesized that the diversity and strength of a person's developmental network can have a significant impact on that person's mentoring experience. Higgins and Kramm (2001) explored this in detail, proposing a more diverse developmental network combined with strong relationship ties would be the best—especially given the rapidly evolving changes in the workplace. Organizations today are definitely more flat, fast, and flexible than ever before. They believed that a proteges developmental network, what a person needed to grow, would also have to adapt to reflect these changes. Brain scans now confirm this.

Simultaneously, Carol Dweck was researching the impact of different types of mindsets on human development. An open mindset that is oriented toward learning from mistakes and gathering input from diverse sources, or a closed mindset dedicated to minimizing mistakes and limiting the range of its network. Now researchers have used neural scanning devices to see the changes in brain structure, activity, and cognitive control when a person develops a more diverse network and mindset. Other scanning research indicates brain structure changes when a person experiences a strong mentoring relationship. In this session we will explore these new findings and provide mentoring tools that will help you build stronger and more productive mentoring relationships and development networks.

Jillian Gonzales
University of New Mexico
Santa Ana A&B

Shift the Focus: How Changing the Conversation can Maximize the Mentor/Mentee Relationship

In recent years the practice of coaching has been welcomed into the world of mentoring. Coaching offers multiple modalities that enhance the practice of mentoring conversations. One such model is Motivational Interviewing originated by William Miller, University of New Mexico and Stephen Rollnick, University of South Wales, 1983. Motivational Interviewing (MI) offers another path to mentor/mentee relationship success. It is "collaborative conversation style for strengthening a person's own motivation and commitment to change (Miller, Rollnick in press)." Motivational Interviewing is one of the most rigorously tested approaches to helping people develop successful mentoring relationships (Anstiss and Passmore, 2013) effectively advancing the goals of both coaching and mentoring to help people learn and grow, instead of simply dictating their success. This workshop will introduce and teach three elements of this engagement process that shifts the relationship from mentor as expert to mentee as expert. In doing so the mentee's intrinsic motivators are highlighted, therefore launching a desire and ability to change. This shift reduces the fatigue that mentors can experience when they accept full responsibility of the mentor/mentee relationship and associated outcomes. This working session will provide skill building practice that addresses how to use this specific conversation style of coaching to the mentor/mentee relationship.

Pre-Conference Workshops | 8:00 am – 12:00 pm | 1:00 pm – 5:00 pm

Laura Gail Lunsford
University of Massachusetts
Fiesta A&B

Starting and Supporting Mentoring Programs

Laura Gail Lunsford is an expert on mentoring and leader development. Her focus is on supporting optimal relationships in effective and efficient ways. She is an interesting and entertaining speaker who consults and presents nationally and internationally on mentoring programs and practices. In response to many queries about mentoring programs she recently published a Handbook of Managing Mentoring Programs: Starting, Supporting, and Sustaining Effective Mentoring. Laura is also one of the co-editors of the Sage Handbook of Mentoring, which will be published in early 2017.

Laura has authored over 30 case studies, chapters, and articles on leadership, mentorship dysfunction, optimizing mentoring relationships, mentor benefits, and evaluating mentoring. Her work has been cited in Inc. Magazine, featured by the European Mentoring and Coaching Council, published by Wiley & Sons, Inc. and in peer reviewed journals such as the Journal of Mentoring & Tutoring, and the International Journal of Coaching and Mentoring.

Laura is an associate professor in psychology at the University of Arizona. Her PhD in psychology is from NC State. She was honored to receive the 2009 International Mentoring Association's Dr. Hope Richardson Dissertation Award.

Tuesday, October 25th

Concurrent Sessions | 9:00 am – 9:45 am

Reinsma, C.
Kids Hope USA
Santa Ana A

Mentoring in the Middle: Middle School Mentoring and Developmental Assets

School-based mentoring is a popular but relatively unstudied support intervention for students entering middle school. Mentoring research more generally reveals that relationship quality between student and mentor is a foundation for achieving positive student outcomes. Large numbers of mentoring relationships end prematurely however, often because mentors perceive dimensions of mentoring to be unsatisfying or beyond their skills. Using a quasi-experimental pretest posttest design, the 20/20 Vision Project explored student outcomes and mentor experiences for a group of 15 5th and 6th grade students at an intermediate school in the upper Midwest. Students and mentors were matched in developmental relationships which focused on building developmental assets over the course of one school semester. Matched pairs met for 40 minutes one time per week for 13 weeks. Mentoring pairs spent time using an asset focused activity curriculum, playing games, doing crafts, and talking. Student outcomes were measured using the Developmental Assets Profile (DAP) as well as comparing mentored versus non-mentored students on behavioral referrals. Mentoring relationship quality was assessed from both the student and mentor perspective at one month and again at three months using survey, interview, and observational data. In general both mentors and students reported a high level of relationship satisfaction.

Hennessey, M. & Wells, S.
National Geospatial-Intelligence College
Santa Ana B

Mentoring Today's Military Minds: Best Practices from Professional Military Education

Professional Military Education (PME) within the United States Department of Defense encompasses various war colleges, institutes, and academies for both commissioned and non-commissioned service members. In efforts to improve operating forces, PME aims to instill graduates with skills that are applicable to 21st century challenges. Faculty and academic support staff at PME institutions require intellectual agility and adept, flexible communication skills as they simultaneously engage students from a variety of different services, ranks, military occupational specialties, nationalities, genders, and educational backgrounds. This panel discussion will impart related lessons learned from the establishment of mentoring relationships within a PME leadership and communication skills center between civilian faculty and military students. Framed by Knowles's (1984) principles of andragogy and informed by theories of emotional intelligence (Goleman, 1995) and instructional immediacy (Arbaugh, 2001; Witt & Wheeless, 2001), panelists will share their experiences in mentoring active duty military officers of various ranks, nationalities, and combat-related disabilities.

Duggan, B.
Babson College
Acoma B

A Developmental Network Approach to Creating a Life-Long Network of Scholars and Alumni

This session will present how developmental networks are fostered in the Weissman Scholars Program at Babson College, a highly-selective private business school known for its commitment to entrepreneurial thought and action. The Weissman Scholarship is Babson's most competitive scholarship, only offered to the top 1% of our incoming class per year. This program has a GPA requirement and supports the scholars in their academic, professional and personal pursuits. At the request of its benefactors, the program has a strong emphasis the development of life-long connections among the scholars and its alumni. This network is being established through the application of Schlossberg's research on transition (1981) and marginality and mattering (1989), the research by Murphy & Kram (2014) on the value of peers, in addition to leaders, as mentors and Rollag's research (2016) on how to be a new member of an organization. This session will explore how the Weissman Scholars Program has set the foundation for developmental networks through a variety of means, including having alumni scholars mentor current scholars, fostering peer coaching, and engaging all scholars in monthly academic and philosophical discussions with selected faculty and each other. Also discussed will be the new tradition of inviting all the alumni back to campus each year for a weekend of networking and professional developmental (including peer to peer mentoring and coaching) and the overall impact of this new tradition on the engagement of the scholars and alumni at Babson College.

Scigliano, D.
Duquesne University
Luminaria

Telementoring: Mentoring Beyond the Boundaries of Time and Space

Telementoring is mentoring in an online environment. This online mentoring provides the benefits of the mentoring relationship by extending it beyond time and place constraints. Telementoring provides an opportunity for people with vital skills and knowledge to share their expertise when face-to-face mentoring would not be feasible due to time constraints or location. Similarly, teleprotégés have the opportunity to learn from experts from around the world. This session looks at the exciting realities of telementoring in the P-16+ environment. An emphasis will be given to higher education usage and uses in the professional workplace. Best practices to promote successful telementoring partnerships will be discussed. Telementoring vignettes, research, and personal experiences will be shared. Telementoring holds great promise for the future of online learning and the mentoring process.

Badibanga, A.
University of North Florida
Alumni

CAMP Osprey Mentoring Program: Leading in the Classroom and the Community

The Collegiate Achievement Mentoring Program (CAMP) Osprey is an intergenerational program that focuses on preparing at-risk youth with college readiness and leadership skills, and simultaneously provides undergraduate collegiate students with the opportunity to serve as mentors. The hallmark of the program is leadership training that mentors and mentees complete collaboratively; creating mission and vision statements, practicing effective leadership habits, and fostering college and career readiness skills. CAMP Osprey is based on the successful model called Collegiate Achievement Mentoring Program (CAMP), in which

collegiate students participate in comprehensive leadership training and teach those leadership skills to at-risk children through a mentoring model. Previous CAMP outcomes at the University of Florida and North Carolina State led to mutually beneficial gains for collegiate mentors and middle-school mentees, including improved academic achievement, enhanced leadership acumen and increased understanding of college and career goals. This cross-departmental, community leadership initiative serves as a model for institutions throughout the state of Florida looking to implement a service- leadership collaborative that creates significant and lasting gains. The ESPN network and the United Way have featured this program model and awards have been received from the United Health Care Heroes Foundation, the Florida Department of Education and the National Jefferson Service Awards.

Sleyo, J.

University of Cincinnati

Isleta

Returning Home: Mentoring Formerly Incarcerated Individuals Returning to their Communities

Effective Practices in Community Support for Influencers (EPICS-I) was designed as an extension of the Effective Practices in Community Supervision (EPICS) Model, an approach that teaches community supervision staff how to apply the core principles of effective intervention to community supervision. EPICS for Influencers (EPICS-I) builds on this pre-existing knowledge base and incorporates the components of EPICS for use with those mentoring individuals in the criminal justice system. The goal of (EPICS-I) is to identify mentors in an offender's life and teach them the core skills used within the EPICS model. This allows Influencers to help offenders identify risky situations and practice skills to successfully manage these challenges. This session will highlight a Bureau of Justice Assistance (BJA) pilot project of this approach to improving the reentry experience for high-risk individuals returning to the community. This workshop will use adult learning theory principles to review the EPICS-I model as well as share success and challenges associated with the implementation. In this way, time will be left for discussions between presenters and participants.

Hartnett, S.

University of West Florida

Fiesta A

The Effects of a Mentoring Program: A Study on Augmenting Workforce Readiness Capacity

Workforce readiness in college students occurs when graduates have core basic knowledge and the ability to apply their skills in the workplace. Business executives place a high value on the applied skills—sometimes referred to as soft skills—of professionalism, communication, leadership, critical thinking, and self-confidence. Workforce readiness and job success depend on a combination of social, personal, and applied cognitive skills. The literature identifies ways in which augmenting these skills can be accomplished, and mentoring could be an effective mechanism. Theoretically grounded empirical research is needed to both expand our understanding of workforce readiness and to inform effective mentoring. The context of our investigation is a mentoring program at a college of business. We examine the workforce readiness of students who participated in a mentoring program, drawing on mentoring theory. We gathered survey data over two years from a college of business and analyzed the resulting dataset through Partial Least Squares. The results reveal that mentoring makes a difference in increasing the workforce readiness of students. This study provides directions for researchers and implications for how business executives should mentor students for greater workplace effectiveness. The study has theoretical implications in showing that a theory of mentoring can very possibly be extended to students in a college of business.

Keller, T

Portland State University

Fiesta B

BUILDing Student Developmental Networks in Academic Settings

The BUILD EXITO project is intended to enhance diversity in the research workforce of health science and biomedical disciplines. This is done through the provision of curricular innovations, developmental mentoring, and intensive research experiences for undergraduate scholars from traditionally underrepresented student populations. One of the primary mechanisms BUILD EXITO uses to guide these students into the research workforce is the facilitation of accessible social capital embedded in each scholar's academic network. As each cohort enters the three-year program, a unique social network assessment is used to help scholars identify existing ties to individuals who support the students' academic and career goals. The guided network assessment protocol specifically orients incoming students to understanding how relationships provide various aspects of mentoring, sponsorship, coaching, collaboration, and/or emotional support. These relationships play an important role in sustaining academic success and researcher development. In this way, the network assessment serves as a foundation for ongoing practical skill-building in establishing and maintaining supportive relationships as the scholars navigate undergraduate challenges and opportunities, make career choices, and prepare for graduate/professional education. Further, the BUILD EXITO project embeds undergraduate scholars in thematic research learning communities, and individually matches each scholar to trained faculty, peer, and research mentors. Follow-up network assessments are used to formally evaluate these social capital-building activities by measuring the growth and development of each scholar's academic network throughout the program. This paper describes the social network assessment tool, the procedures for its administration, and its dual application for practice and evaluation goals.

Batmanian, N. & Gonzales, Y.

State University of New Jersey-Rutgers University

Acoma A

Creating University-Wide Programs to Expand Developmental Networks

Since 2008, the Rutgers' Office for the Promotion of Women in Science, Engineering, and Mathematics (SciWomen) has cultivated developmental networks for faculty through three strategically designed leadership and career advancement programs: (1) the OASIS Leadership and Professional Development Program, (2) the Rutgers Connection Network Mentoring Program (RCNMP), and (3) the Faculty Leading Change (FLC) program. OASIS consists of five skill-building workshops, peer-learning activities, and three individual sessions with a certified coach. RCNMP is a structured mentoring program with training and support to facilitate interdepartmental, faculty-to-faculty mentoring in both traditional mentor-mentee and co-mentoring partnerships. FLC engages a small interdisciplinary group of faculty to identify needs, determine interventions to barriers, and present recommendations to executive leaders. SciWomen's institution-wide mission for faculty diversity and inclusion enables all three programs to be crosscutting. Through the cohorts, 383 have participated across departments, schools, and campuses. Participants have varied in rank, academic track, race, ethnicity, and gender, providing them with opportunities to expand and diversify their networks. While differing in scope and focus, all three programs span the academic year allowing participants to reflect and apply lessons learned. Through interactions with a coach or peers, participants have opportunities to self-direct toward goals to maximize growth. The programmatic philosophies are based on mutual trust and respect, equal power and voice, and a strong commitment to growth among participants and the members of SciWomen. Following program completion, SciWomen team members and program alumni continue to facilitate connections that support the expansion and strengthening of these developmental networks. The expanding developmental networks help maximize SciWomen's mission.

Girdler, S.
University of North Carolina-Chapel Hill
Sandia

Stress and Burnout for Women in Academic STEM: Implications for Mentoring

Women enter science, technology, engineering and mathematics (STEM) in numbers equivalent to men, but experience greater attrition at every stage of the STEM academic pipeline. We examined whether gender differences in burnout stress in STEM may be one contributor to women's attrition. Burnout results from cumulative role strain, characterized by high workload coupled with diminished resources, including mentoring and career/leadership development opportunities. Correlates of burnout include negative well-being and turnover intention. Conducted at a research 1 university in the southeast, our study used a concurrent parallel mixed methods approach involving a cross-campus survey of STEM (N = 261) and non-STEM (N = 48) women and men faculty along with four focus groups (N = 10/group). Consistent with the demands of academia, all faculty reported they felt stressed a moderate amount of the time. However, only in STEM (23 departments) did women report feeling more stressed than men, having fewer leadership and collaborative opportunities, less work-place integration, less support for research/teaching, that departmental climate negatively impacted well-being, and feeling less valued by the institution (index of turnover intention) compared with men (all ps < .05). No gender differences emerged in non-STEM disciplines (22 departments). For women of color (WOC), the intersectionality of race and gender contributed to increased workload and microaggression stress. Focus groups suggested beneficial moderators of burnout risk for women in STEM, including mentoring in psychosocial domains and work-family balance, role models and, for WOC, networking. This research will frame an empirically-based discussion on individualized mentoring approaches in academia based on discipline, gender, and race.

Altieri, D.
Kendall College
Spirit

Educators as Coaches: Winning Strategies for Student Success

Student success and engagement is at the forefront of our minds as educators. The strategies we develop to help our students learn are directly linked to their level of engagement, and in turn, their success. As a coach and competitor of many years, I will present some strategies that have not only helped students achieve gold medals and national recognition, but have also propelled their motivation in the classroom and kitchen. Furthermore, these coaching experiences have made me a better chef, educator and leader. The contents of this presentation are significant for secondary and post-secondary educators in two ways. First, it will assist educators with techniques to motivate students and increase the likelihood that they will be successful not only in school, but in competitive industries that require nothing shy of their best every day. Applying coaching strategies is a critical skill for educators and chef educators specifically. Second, these coaching tips will help educators who coach students in various competitions such as Family, Career and Community Leaders of America (FCCLA), Skills USA, and American Culinary Federation (ACF) sanctioned events, which are specific to the culinary arts, but translate to mentoring and coaching across industries. Keywords: coach, competition, grit, motivation

One Feather, S. & Mascarenas, A.
Los Alamos National Laboratory
Scholars

The Student iLEAD (Leadership, Education and Development) Program

The Los Alamos National Laboratory (LANL) Student iLEAD (i-Leadership, Education and Development) Program – empowering the next generation. The Millennial generation is on track to become the fastest growing segment of the American workforce. To be successful in today's work environment it takes not only technical skills but non-technical or soft skills, many of which are not taught as part of formal University course offerings. To help bridge the gap between technical and non-technical skill sets, the Los Alamos National Laboratory's Office of Talent Management (OTM) has developed the student iLEAD (i-Leadership, Education and Development) program which focuses on student professional development. The goal is to introduce students to leadership behavioral attributes including: influential communication, professional maturity, strategic thinking and planning, developing others and workplace diversity and inclusion. As a result, coursework has been developed which gives students an opportunity to gain knowledge and to practice (experiential learning). Courses include presenting with impact, the power of a positive "no", and emotional intelligence. The program highlight is a day-long assessment for professional development session which utilizes student work scenarios and assesses students on leadership behavioral attributes. This session will include co-presentation by the LANL Office of Talent Management undergraduate student who assisted in the iLEAD program deliverables.

Barksdale, B. & Kapoor, S.
The University of Texas-San Antonio
Amigo

Engaging Leadership: Applying Active Learning to Peer Mentoring

When working with a large number of staff, it can be challenging to ensure individual members are invested and engaged in each other and the office mission. At times, the leader must look outside the box in order to effectively guide and influence his/her team. One way is to actually step back and allow employees to lead each other, using an idea that is based in the education field. Active learning is the idea of an individual being an interactive part of their learning process. By being engaged, he/she learns at a deeper level and is able to apply the knowledge and skills toward solving problems and challenges (Grabinger, Dunlap, & Duffied, 2011). The person has an understanding of the material and makes meaningful connections. (Cuseo, Sox-Fecas, & Thompson, 2010) Incorporating the idea of active learning into the workplace can not only help staff effectively learn new information, but it can also create synergy, build cohesion, and keep morale strong. As teams incorporate active learning to teach, guide, and encourage each other, they foster a sense of teamwork and positive work environment, while simultaneously ensuring that each staff member is engaged in a learning process. There are various situations where it is appropriate and effective to apply the idea of active learning to peer mentoring. This session discusses in more detail on how to strategically incorporate and evaluate the use of mentoring into your work place.

Kunkel, C.
Luther College
Mirage/Thunderbird

A New Model: Reflections from a Scholarship Mentoring Group

In this essay, the authors discuss a need in the higher education for new forms of mentoring and a model they developed to meet that need. Situated at a small Midwestern liberal arts college, the campus culture focuses on excellence in teaching. The college now assumes research based scholarship essential to tenure and promotion, but there are few structural practices ensuring its' successful completion. A group comprised of one senior faculty member and an array of diverse junior faculty from several disciplines and statuses joined to focus on mentoring of scholarship—in this case primarily toward the goal of achieving tenure. The following provides their story and perspectives on the group, the group's benefits and limits, usefulness, connections to the literature, as well as raising questions for growth. Incidentally they recognize that basic feminist principles were employed to guide their work, and that the mentoring that took place addressed much more than scholarship. Ultimately we propose a mentoring group model to meet changing needs in the academy.

Concurrent Sessions | 10:00 AM- 10:45 AM

Brown, B. & Kalel, C.

University of Arizona & University of Arizona South

Santa Ana A

Mentoring to Increase Cultural Intelligence: Developing Methodology and Pedagogy

In an increasingly global world, there is a definite need for culturally adept leadership. Mentorship has proved to be an effective tool for developing individual leadership skills. Successful businesses recognize the value of mentoring to the degree that 70% of Fortune 500 companies include formal mentoring in their leadership development programs (Hagstad & Wentling, 2004). However, there are disconnects in research and practice around these ideas. In the last decade research suggests that formal networking programs are not as effective as developmental networks (Kram & Higgins, 2008). In addition, current cross-cultural training does not typically include mentoring (Durazo, Manning, & Wright, 2015). Overall, there is a lack of academic research demonstrating how mentoring can be used to develop relevant global leadership skills, i.e. cultural intelligence, or CQ (Earley & Ang, 2003). We draw on existing and original research to demonstrate how mentoring can be leveraged to increase cultural intelligence. We review the literature related to mentoring and cultural intelligence, highlighting the potential divides in research and practice. Next, we propose a methodology and pedagogy for implementing this approach in practice, as presented in a course design. The paper concludes with implications for leadership educators and scholars.

Norwood, K. & Burke, M. A.

Designs for Change and Adjunct with Fielding Graduate University

Santa Ana B

Coaching for Equity: The Transformative Potential of Coaching in Education

In this presentation, we consider how coaching can be a powerful tool to help educators increase their ability to discern and remedy inequities in K-12 school culture and practices. We base our paper on findings from our collaborative study where we explored possibilities for transformational coaching in education. We engage in cooperative argumentation from two perspectives: Norwood uses appreciative inquiry to look at the transformative potential of educational coaching to promote equitable and inclusive relationships and practices, and Burke uses critical inquiry to investigate possible hegemonic and non-hegemonic barriers to this potential. Norwood contends that holistic approaches can enhance the potential of educational coaching to transform school culture, provided that coaches have achieved advanced levels of emotional maturity, mastery of their craft, and the ability to access different ways of knowing to help guide the coaching process. Burke argues that two aspects of school culture—both hegemonic and not—influence the viability of educational coaching: administrators' ability and willingness to understand and facilitate coaches' work, and varying degrees of educators' awareness of, and openness to, equitable practice. We conclude that holistic approaches to educational coaching can offer transformative possibilities if coaches strive to cultivate mastery in an eclectic range of coaching theories and practice, and if coaches also learn to detect and mitigate hegemonic and non-hegemonic barriers to coaching in their schools.

Elliott, K., Jones, J., Manley, K., & Belcher, G.

Pittsburg State University

Acoma B

Development and Implementation of a Statewide Teacher Mentoring Program

Dr. James Comer said, "No significant learning occurs without a significant relationship." This is true with students as well as teachers. The value of building quality relationships in a mentoring program cannot be overstated. At Pittsburg State University's Kansas Center for Career and Technical Education (KCCTE) the focus of the mentoring program is to foster relationships, which promote the ability for new teachers across the state of Kansas to develop into high quality professionals. Since its inception in 2014, the KCCTE has been working with Kansas career and technical education (CTE) teachers to develop individual abilities through research-based practices. Using Charlotte Danielson's book, Professional Practice: A Framework for Teaching as a guide, the KCCTE has designed a mentoring program. This program allows the new, or struggling, CTE teacher to focus on improvement in one or more of the following areas: planning and preparation, the classroom environment, instruction, and professional responsibilities. Individual teachers must request mentoring for themselves. Once the request is made, a plan is designed with a mentor to address one or more areas of concern. The mentoring program strives to meet the needs of the individual, rather than having a one size fits all approach. Applicants are matched with a faculty member who becomes their mentor. The mentor and mentee then develop a plan, which best meets the needs of the individual. This includes choosing visiting times and frequencies and using the Danielson resource to pinpoint areas of desired learning or growth.

Nanez , J., Hernandez, A., Rivera, B., Torres, L., Zimmerman, D., & Gracia, F. G.

Arizona State University & California State University - Los Angeles

Luminaria

Effective Group Mentoring for Student Academic Success and University Acculturation

An academic achievement gap has developed in America, producing an educational divide between low-income students, who tend to be minority without a history of family members with college or university degrees and higher income students who tend to be European and Asian- Americans with college graduate family members. Although recent data indicate that rates in university enrollment have begun to equalize racially and ethnically, Hispanics and African Americans are much more likely to attend institutions that lack resources to provide them with educational excellence. The gap is so evident that some researchers are using terms such as "Separate and Unequal" to refer to the considerable disparity between Whites relative to Hispanics and African Americans attending selective colleges and universities. Enrolling students that reflect America's diversity in all types of colleges and universities is an educational imperative to produce a sufficient number of graduates to meet the expanding needs of the U.S. economy. In depth discussion regarding best practices and their implementation for accomplishing this goal is urgent. Here we discuss some factors that impede academic success, followed by presenting some factors that have been shown to enhance academic achievement. Thirdly, we present a group mentoring and coaching approach designed to address the academic achievement gap that is in line with growing evidence that colleges and universities that are successful in retaining and graduating academically under-served students, share enhanced academic achievement and university acculturation practices that are coupled with effective mentoring and coaching as a common core.

Sellers-Clark, S., Lynch, C., & Hartman, S.

College of Coastal Georgia

Alumni

Teacher Induction: Staying Connected with your Teacher Graduates—An Extra Pair of Hands

The College of Coastal Georgia's (CCGA) School of Education and Teacher Preparation and two of its servicing school districts have developed a mentor/coaching program in which Teacher Candidates (TC) in their first semester of entering the teacher preparation program, are mentored by CCGA graduates, now teachers in their second year of employment. These graduates become a part of the team working to prepare effective

teachers. The CCGA graduates' relationship with the College continues, as they remain connected to the professors and college supervisors who prepared them through supervisor and faculty visits to the classroom and by attending additional professional development workshops and seminars hosted by the College in collaboration with the partnering school districts. This symbiotic or synergetic relationship is not just between the teacher and the TC, but also with the teacher preparation program. As recent graduates, these teachers have the ability to quickly point out to TCs, connections between the theories studied in the teacher preparation program and the best practices that the program advocates. Knowing that not too long ago they were TCs, these teachers understand the desire to want to get to work right away and facilitate the learning process for students. For this reason, these teachers seem more inclined to put TCs to work in classrooms sooner and more often. This results in a quality clinical experience for the TC. The presentation highlights the effectiveness of this innovative partnership.

Daraviras, T. & Romero, V.
Stella & Charles Guttman Community College of New York
Isleta

Cultivating Women of GRIT (Gratitude, Resilience, Integrity & Talent) in a Community College
The Women of Gratitude, Resilience, Integrity, and Talent (GRIT) mentorship program exists to provide academic, personal, professional, community and leadership development to young women at Stella and Charles Guttman Community College, City University of New York. The core vision of GRIT is to help young women to be true advocates and stewards of their destiny. Our goal is for students to generate a sense of inner respect and love for themselves, while learning to be self-empowered. Participants are matched with professional mentors in their fields of interest. Along with meeting with their mentors, students attend monthly workshops and events. Mentorship is a proven strategy to help students remove various barriers to academic and professional success and students at the Community College level, especially young women, need access to the types of high touch experiences our mentorship program offers. The vision is for alumni of this program to achieve academic excellence, graduate from college, and become successful leaders and role models in their respective careers and communities. Early data on the Women of GRIT program indicates that participants earned a higher overall grade point average compared to students in their cohort who were not involved with the program. Alumni of the program have gone off to earn scholarships and national internships.

Stanigar, J.
North Carolina State University
Fiesta A

Using Indicators of Effective Mentoring as a Needs Assessment for Entrepreneurs
Entrepreneurs are contemporary career actors who need to acquire, develop and use a variety of knowledge, skills, and attitudes to successfully create and grow new ventures. To meet these learning needs, aspiring entrepreneurs seek out developmental relationships to build the necessary social and human capital that foster the growth and survival of the business (Davidsson & Honig, 2003). It is established that mentoring is a source of general advice for entrepreneurs and a channel for new ideas and insights to become embodied in the emerging organization (St-Jean, 2012; St-Jean & Audet, 2012). However, an aspiring entrepreneur cannot easily assess what kind of mentoring support is paramount in helping them achieve their goals. A recent study investigated the subjective viewpoints of 46 early-stage entrepreneurs using a method called Q-Sort technique. This card sorting activity allowed participants to expose their thinking on the topic of effective mentoring support. A four-factor solution emerged as the primary finding in this study, meaning there were four distinct viewpoints in regard to effective mentoring. In addition, the study revealed a set of indicators of effective mentoring support in the entrepreneurial context (Stanigar, 2015). The matrix of indicators shows what kind of mentoring support is important and unimportant to each of the four viewpoints. During the paper presentation we will place the findings in the scholarly literature on mentoring functions and apply the findings as a tool to assess the needs of entrepreneurs who want to engage in developmental relationships, such as mentoring.

Peltz, C. & Haines, D.
Eastern Michigan University
Fiesta B

Evidenced Based Mentoring Program to Support NCLEX-RN Preparation
Mentoring has been identified as a key education program support structure to facilitate student success. A mentoring program to address a decline in NCLEX-RN performance was designed to address key findings with regard to who students perceive to be their mentors and perceived support received from their mentors, as reported in prior research by Peltz and Raymond (2016). Method: Satisfaction scores of program kickoff (N = 385) were obtained and focus group interviews (N = 22) conducted. Focus group questions pertained to: program orientation/kickoff; perceptions of mandatory attendance; family, peer, and faculty mentoring effectiveness; enrichment sessions; and suggested program additions. Results: Participants rated their level of agreement using a scale ranging from 1 (strongly disagree) to 5 (strongly agree) for kickoff program satisfaction overall rating (M = 4.73; SD = 0.54) and feeling informed (M = 4.83; SD = 0.55). Focus group interviews identified that all participants reported that program orientation/kickoff was beneficial. Student and family perception of mandatory attendance was positive. Perceived support from family mentors increased. Perceived support from peer mentors was found to be adequate. A quarter of the participants reported robust support from their faculty mentor. Enrichment sessions were described as extremely helpful. Conclusion: Building on the identified strengths of this program, such as continued integration of family and considering modifications of the role of the peer and faculty mentor, our research agenda continues to move forward to offer an evidence base to support mentoring of nursing students.

Jackson, J. K.
West Virginia University
Acoma A

Encouraging Sponsorship to Build Faculty Members' Developmental Networks
Women faculty lack sponsors, colleagues who advocate for protégés' abilities, build their reputations and help them build social capital to provide access to developmental networks crucial for career advancement. Instead, women have been more likely to receive psychosocial support or advice from mentors. The West Virginia University sponsorship program funded projects between faculty participants (assistant/associate professor, tenure track/non-tenure track faculty) and sponsors the participants selected. The program aimed to catalyze a relationship that would propel the participants to their next career stage, generally promotion or tenure. Although open to underrepresented faculty across all disciplines, participants were primarily women in STEM fields. Participants submitted final reports describing the program's benefits. Three coders used the Gioia method, an iterative process, to select and group 255 excerpts from 41 reports (submitted over four years) based on types of benefits participants received from their sponsors. Categories included build social capital (e.g. increase participant's professional visibility), increase research productivity (e.g. feedback and direct collaborations), and other mentorship functions (e.g. advice, support, role models). Sponsors primarily helped build participants' social capital through networking with sponsors' colleagues at conferences. Research collaborations and feedback were the most common benefits listed. Support, advice and other mentorship functions were mentioned less frequently. Thus, the program broadened participants' developmental networks and strengthened the relationships within the network. We use participants' responses to suggest best practices for institutional mentoring programs to help women and other underrepresented faculty members build successful developmental relationships that will increase their social capital.

Roberts, S., Hinds, B. F., Ghazi, F., Morck , K., & Lumpkin , A.
Wayne State University
Sandia

Mentors Mentoring Mentors: Building Networks to Support Women and Girls in STEM

The Gaining Options: Girls Investigate Real Life (GO-GIRL) program includes a suite of out-of-school initiatives for adolescent girls in grades 7 -12. The mission of the program is to increase the competence and confidence of adolescent girls in the areas of mathematics, technology, scientific thinking, and communication by engaging them in experiences that promote an interest in STEM (Science, Technology, Engineering and Mathematics) and build capacity to pursue STEM related careers. Undergraduate mentors supporting girls grade 7 through grade 12 to promote interest, accessibility and success in STEM careers is central to all program activities. The initial program was launched in 2002 with 7th grade girls attending a semester long Saturday enrichment program supported by undergraduate mentors. From there, the program grew to include Saturday Keeping in Touch workshops for participants through grade 12. This paper addresses the most recent addition to the GO-GIRL program, Gaining Options: Girls Investigate Real Life through health-related STEM Disciplines, supported by the National Institute of Minority Health and Health Disparities. * The goal of this project is to increase the number of girls entering college with both the capacity and the intent to pursue health-related STEM careers. Girls who attended the winter Saturday sessions and are incoming 8th through 12th grade students are eligible to continue their mentoring experience by attending four day summer residential academies themed around health-related STEM fields. For the 4-day summer residential academies, three girls are assigned to each female undergraduate mentor. Girls and their assigned mentor stay in a dorm suite and work side by side during collaborative learning activities, college campus experiences and laboratory classes taught by STEM faculty. Mentors and girls reconnect after the summer residential academies through activities such as underwater robotics, biology and chemistry laboratory experiences and museum visits hosted at universities and in the local community. Although adolescent girls were the initial target group for the mentoring component of the project, it has become apparent that informal mentoring relationships were developing between and among groups participating in the program. This paper reports the Mentoring Continuum Model (MCM) that has evolved during the implementation of our project, a model that strengthens professional relationships among female mentors and mentees across a continuum that includes girls, undergraduate students, and faculty. In this paper, we discuss the Mentoring Continuum Model and share strategies and lessons learned.

Morey, M. & Conn, C.
University of Wisconsin-La Crosse
Spirit

Building a Mentoring Network from Alumni Input

We are two moderately sized theatre programs looking to create a mentoring network to improve both our alumni success and our recruiting strength. This paper details our focused approach to creating the structure of that network by reflecting on feedback from our current alumni. Using past surveys and newly designed surveys we will analyze data gathered from our alumni regarding what our strengths and weaknesses in career preparation are. The information culled from the new survey will be analyzed to determine how we can more fully support and inform our graduates as they make that tenuous transition into the profession. This paper will address the continuing challenges of universities to develop best practices to track the success rates of the alumni in a meaningful and affordable way to inform better methods of career mentoring within the programs. Although there are many platforms online that offer a variety of tools for tracking success and support they are costly for any small university and not specialized to any particular area of study. We will be discussing the process of developing and distributing meaningful surveys to alumni and harvesting effective feedback that will in turn help us cultivate tools for mentoring and coaching our current students on career preparation. The final result will be a mentoring network designed to fill in the career preparation gaps. The network will be designed to adjust to the changing face of theatre and technology and to be accessible to current students as well as alumni.

Mangione, R.
St. John's University
Scholars

The Effect of a Peer Mentoring Program on At-Risk African American and Hispanic Freshman

Peer mentoring programs are considered of vital importance because of disparities in retention rates, persistence, attrition, and academic success factors among traditional and nontraditional students. Mentoring, in general, is a potentially effective tool for engaging underrepresented and underserved individuals as stakeholders challenge the performance of institutions in higher education. With permission from the Institutional Review Board (IRB), this quasi-experimental nonequivalent control group study assessed the effect of participation in a leadership development peer mentoring network on educational outcomes of at risk African American and Hispanic freshman at an urban Catholic research institution during the first two academic years of program implementation. The study was grounded in the application of traditional and nontraditional student retention and persistence models, as well as academic advisement, mentoring, and student development theories related to acculturation, multicultural competency, and academic success. Student participants, referred to as scholars, periodically met with administrator and faculty coaches or mentors in a mixed race and gender developmental network, as well as with upper class peer leaders or mentors. Research questions sought to determine not only program efficacy, but also differential gender and ethnicity performance. Statistically significant results regarding program efficacy supported that participation in the program positively impacted first year academic success, as measured by cumulative grade point average and cumulative hours earned. Research questions testing differential performance did not produce statistically significant results regarding gender, ethnicity, or the interaction effect. Such findings supported that this leadership development peer mentoring program initially met the academic needs of the participants.

Veas, G.
University of La Verne
Amigo

How a Mentoring Mastermind Group was Launched & Implemented in Los Angeles

Interest in Mastermind Groups is at an all-time high as leaders are looking for opportunities to connect with others in collaborative learning environments. In the spirit of peer mentoring, a Mastermind Group is comprised of people who meet regularly to learn from each other, give advice, share connections, and tackle challenges together. In 2013, Veas founded the LA Urban Educators Collaborative as a Mastermind Group that would provide a venue for educators to stand together to help guide and shape college students who are addressing the societal ills of Los Angeles through service learning. Meeting quarterly, this group has now grown to over one hundred administrators and professors that represent over two dozen institutions. In this work-shop, the journey of how this Mastermind Group has developed will be outlined, along with a discussion on what has been able to be accomplished. Participants will leave with an understand-ing of Mastermind Groups and tools that will enable them to cultivate their own peer mentor network.

Southwick, H.

Central Intelligence Agency (Retired)

Mirage

Sisterhood of Spies: An Examination of CIA's Glass Ceiling

The Central Intelligence Agency (CIA) values diversity in its workforce and recognizes the need to attract, develop, and retain talented female and minority officers. In 2012, a CIA Director's Advisory Group on Women in Leadership (DAG) examined why more women in the senior ranks, GS-13 and above, were not receiving promotions and positions of greater responsibility. The DAG found that there was no single reason for the lack of promotion and recommended an ongoing and multi-faceted approach to address obstacles. In turn, the CIA focused on fostering intentional development; valuing diverse paths; and increasing workplace flexibility. I served 24-years as a CIA Operations Officer (OO) and manager working in the CIA's male-dominated Directorate of Operations (DO). From my career, I will discuss female efforts to achieve promotions and positions of greater authority. I will share my own experience with the individual and corporate recommendations outlined by the DAG. I will discuss the unique culture of this relatively insular intelligence organization, sharing anecdotes about old-boy and newer old-girl networks. I will discuss the impact of the CIA's organizational culture on female advancement and the influence of 20 female informal mentors and role models. I will address micro-inequities, micro-affirmations, and micro-advantages. Finally, I will outline challenges to work-life balance in an extreme job environment and difficulties for women trying to have it all.

Plenary Session | 11:00 AM – 11:45 AM | Ballrooms A-B

Chad Littlefield

We!

Conscious Connections to Create Developmental Networks

How might we create more conversations that matter? Chad Littlefield, TEDx speaker, presents a compelling and thoughtful perspective on how to break down communication barriers and boost connection and engagement. The session will introduce a new framework for viewing our interpersonal interactions. Chad's style is lively, highly interactive, and rooted in both research and stories of his practical experiences working with clients. To make the power of connection come alive, we will engage in a large scale exercise featuring We! Connect Cards™ - a tool being used in over 50 countries around the world to create conversations that matter.

When you get this many smart, passionate people in a room together, the potential is high. The purpose of this session is to transform that potential into new connections that will last throughout the conference and beyond. Additionally, everyone will leave with concrete tools to create more impactful connections.

Plenary Session | 1:00 PM – 1:45 PM | Ballrooms A-B

Maggie Werner-Washburne

University of New Mexico

Building a Bigger "Us": Multidimensional Networking and Mentoring

Building a Bigger "Us": Multidimensional Networking and Mentoring

While we have worked for decades to mentor students for valuable careers in STEM, there are still many organizational areas that lack diversity in terms of gender, race, or ethnicity. Over the years, we continue to observe places of power where women and minorities and even men with different pedigrees are not hired. I will give an overview of the program we have developed to help students become resilient and, more recently, the approaches for reframing diversity for well-positioned people in government, academia, and corporations. I take an evolutionary approach in understanding these nonrandom distributions, and will present a discussion of in-group/out-group dynamics and structuring the conversation to allow very well-positioned people to see a new and compelling role in creating change.

Bio: Maggie Werner-Washburne is PI of the NIH-funded, UNM-IMSD program and Regents Professor emerita of Biology at the University of New Mexico. Most recently, she was a member of the NIH NIGMS Advisory council (2012-2016) and a board member and President of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). Dr. Werner-Washburne not only has had a successful research career, studying the development of quiescence in the yeast Saccharomyces cerevisiae, but has also mentored hundreds of students in her laboratory and in the IMSD program who have gone on to very successful careers in science, medicine, and business. Dr. Werner-Washburne has received many awards, including a Presidential Award for Science, Math, and Engineering Mentoring (PAESMEM), a Presidential Young Investigator Award, the Harvard Foundation Scientist of the Year award, SACNAS Distinguished Scientist, the EE Just award from the American Society of Cell Biology, and is an AAAS Fellow. Dr. Werner-Washburne is currently working on a study entitled Millennial Voices with a colleague at UCSF and writing a book based on her mentoring experiences and success. Five years ago, she started a Pathways Scholars program, focused on freshmen, sophomore, and transfer students that, over this time, increased retention and graduation of Native American students in the program by as much as 70%. Her current dream is to develop Conversational Retreats in the Rocky Mountains, to allow groups to think deeply about and identify testable solutions to chronic, hard problems.

Concurrent Sessions | 2:00 PM - 2:45 PM

Martinez, D. & Sherwood, J.

University of California- Berkley

Santa Ana A

Mentoring Foster Youth in Higher Education: Proven Strategies for Success

Nationwide, over 20,000 youth age out of the foster care system annually. Many transitioning youth face seemingly insurmountable challenges in attaining a college education. Estimates for foster youth graduation rates vary from 1-11%. The reality for many youth is that few social and educational resources are made available as they exit the child welfare system. Among under-served populations, foster youth are the least likely to obtain a college education and graduate. Berkeley Hope Scholars (BHS), is the academic retention program at UC Berkeley that provides mentoring, direct services and resources to foster youth undergraduate students. A primary objective is to create a safe and welcoming community where resources for academic success are easily accessed. Based upon notions of mentoring and mutual support, BHS assists students in their transition into college and pathway through college. Mentorship is one of the key components of Berkeley Hope Scholars. Students are assigned a mentor who works with them from the time they enter Cal until they graduate. Mentors play an integral role in student success and engagement. Founded in 2005, BHS has served over 140 students and has an unsurpassed 95% graduation rate. This nationally recognized campus foster youth support program serves as a model for other college campuses seeking to create like programs. Presenters will engage workshop attendees in an interactive discussion on BHS mentor training, effective strategies in developing mentoring relationships with foster youth on college campuses, positive engagement practices, and the important role mentors play in student success.

Wilson, K.
Florida International University
Santa Ana B

Mentoring Junior Faculty in the Arts: A Team-Based Approach

Florida International University (FIU), a large public state university with 55,000 students, initiated a COACHE survey (Collaborative on Academic Careers in Higher Education) of faculty job satisfaction. The results from this 2010 Harvard study indicated that faculty rated mentoring as being inadequate. In response to a request from the Provost, a Faculty Mentor Program (Rose & Wilson, 2014) was subsequently offered at FIU, primarily in the STEM fields and using primarily the one-on-one mentor-mentee model. The arts were not included. The author, a full professor in the School of Music, initiated a pilot program in 2015 in the College of Communications, Architecture and the Arts, using a team-based approach. The paper will focus on identifying best practices in the field of mentoring, with special attention to team-based mentoring. In this modality, the mentoring process includes regular group or team meetings. By consolidating interactions with a number of mentees, the faculty mentor can minimize redundancies and can therefore mentor more junior faculty (Johnson, 2016, p. 38). The mentees benefit from peer support as well. The pilot group included six junior-faculty members from the College of Communications, Architecture and the Arts at FIU in the fields of communications, music, and art history. The author, who also serves as faculty mentor and team leader, describes how the team was formed, its structure, when and where meetings took place, key issues for junior faculty, assessment, and outcomes. Year end written comments indicated the team-based approach helped with problem solving, defining goals, accountability, and feeling emotionally and professionally supported by the faculty mentor, as well as by peers.

Romero, A. & Sevier, M.
California State University- Fullerton
Acoma B

Undergraduate Peer Mentoring: Do Relationships Matter for Latinos and Others?

Over the course of the past few decades, the college admission rates for Latinos have been rapidly increasing (Fry, 2011). However, research is lacking (Hurtado & Ponjuan, 2005). One promising approach for working with Latinos is the developmental relationship offered by peer mentoring because research indicates that there is an important value placed on relationships among Latinos (Yosso, 2005). The California State University at Fullerton, College of Health and Human Development Peer Mentor Program promotes meaningful and successful college experiences by building partnerships between students. Trained peer mentors are paired with mentees to collaborate in accessing resources, building support in facing obstacles, and achieving mutually constructed academic goals. This program seeks to serve students who face educational barriers or belong to historically under-served communities, including first generation, low-income, and/or underrepresented racial or ethnic groups; however, all students are welcome to join and benefit from mentorship. The sample included students from the Human Services, Child and Adolescent Development, Health Science, Kinesiology, and Nursing majors with a large population of Latino students. The working alliance is a concept that captures the mentorship relationship in three specific categories, including agreement on tasks, quality of the bond, and mutual goals. This study explores GPA and sense of belonging as related to the working alliance. Implications and future directions are explored.

Lunsford, L. & Kalel, C.
University of North Carolina-Wilmington & University of Arizona
Luminaria

Exemplar Mentors of Rising Stars in Psychology: Gender, Timing, & Behaviors

A desire to characterize and duplicate successful mentoring relationships has increased mentoring scholars' interest in the 'bright side' of mentoring, or mentoring that significantly benefits the protégé. This study examined archival interviews with talented early career scientists Rising Stars in psychology that appeared in the Association for Psychological Science's Observer from 2007 to 2013. Our analysis revealed the importance of timing for optimal mentoring relationships and that mentor behaviors related to positive emotional tone are important. Findings also highlight the presence of evocative environments, where a mentor appears to create a successful culture of mentoring far beyond what would be expected. In addition, results suggest that: a) same gender relationships is related to greater reporting of positive behaviors, b) encountering a mentor earlier in education is important, and c) openness and emotional tone are important characteristics of optimal mentoring relationships. The presentation will suggest recommendations for how mentoring participants may engage in exemplary developmental relationships.

Bluth, S., Saumell, R., & Tayebi, K.
Sam Houston State University
Alumni

Underrepresented Minorities in Graduate Studies: Developing a Bridge and Mentoring Program at SHSU

While minority graduate enrollment has grown over the last ten years, data shows that completion rates for minorities continue to lag behind other students. At our university, minority graduate students dropped out of school at a rate twice as high as non-minorities. In order to address this issue, we developed the Graduate Bridge and Mentoring Program, which was designed to increase the number of underrepresented minority individuals completing masters and doctoral programs. While many bridge programs have been developed for undergraduate students, very few have been developed to help graduate students. This program was created to support first-generation, minority graduate students. Program participants were first-generation underrepresented minorities. The first cohort of 13 is comprised of 4 African-Americans, 7 Hispanics, 1 Native American, and 1 Asian student, including 4 males and 9 females, full-time students. Selected participants came from different departments, both at the masters and doctoral levels. During the academic year, the program provided professional development, academic success seminars, and mentoring experiences to strengthen the scholarly experience and facilitate a smooth adjustment to the academic rigor of graduate education. This paper will demonstrate the effectiveness of the program by reviewing student needs assessments and data analysis. This presentation discusses best practices for building a network of faculty mentors, working closely with students of different academic abilities, and providing appropriate workshops that help the students find success in graduate school. We will emphasize the role of developmental relationships in creating personalized mentoring plans based on student needs.

Gut, D. M., Beam, P. C., Vegh, T.,Doppen, F.
Ohio University
Isleta

Mentoring: A Bridge to the 21st Century Classroom

The purpose of this study was to determine graduate-level teacher candidates' perceptions of the mentoring they received as part of one College of Education's initiative, which focuses on teacher preparation through the framework of a clinical model. In clinically-based teacher preparation, the focus is on P-12 student learning accomplished through sustained, yearlong clinical experiences (i.e., a full year in the same classroom). Candidates were enrolled in either a traditional programming model or a one-year clinically-based cohort model. This paper provides insights into candidates' perceptions of the mentoring they received from three different sources: faculty mentors, mentor teachers, and external mentors. Perceptions of preparedness to meet the challenges of being a classroom teacher, quality of feedback and information provided, and accessibility of mentors are addressed.

Herremans, I., & Donohue, F.
Haskayne School of Business & University of Calgary
Fiesta A

The Effect of Mentor's and Metee's Commitment on the Outcomes of Mentorship Program
Attitudes can have a significant effect on an individual's perception and behavior; one of the major attitudes among employees in a workplace setting is a commitment to their work. This study examines the ways that the attitudes of mentors and mentees affect their collective commitment to their relationship, and in turn, how their commitment effects the objectives of their program—such as career development, psychological support, fulfillment of expectations, and recommendation to others. We then determine the effect of commitment on the successful achievement of the program outcomes, including career development, psychological support, fulfillment of expectations, and recommendation to others. This study was completed using the participants in the Haskayne School of Business (HSB) Mentorship Program offered under the Canadian Centre for Advanced Leadership (CCAL). We developed two hypotheses regarding interaction. Firstly, the program's objectives will be fully reached when the mentor and mentee share positive attitude toward each of their commitments to their relationship. Secondly, the program's objectives will not be fully reached if the mentee and mentor share negative attitude towards either of their commitments to their relationship. Data were collected using a survey instrument with 97 respondents. The results of the analysis of variance supported our research hypotheses. The interaction effect of mentees' and mentors' attitudes had a significant effect on career development ($F = 3.34$, $p < 0.001$), psychological support ($F = 2.43$, $p < 0.01$), expectation fulfillment ($F = 1.83$, $p < 0.05$), and recommendation to others ($F = 1.99$, $p < 0.05$). Follow-up tests of the results were in the direction that was expected.

Sood, A.
University of New Mexico
Fiesta B

Health Sciences Center Research Faculty Mentoring is Useful.....but First Train the Trainer
Rationale: There is a nationwide shortage of research mentors for faculty mentees, particularly at small-sized institutions. While mentee training programs are common, few programs focus on developing mentors. The University of New Mexico Health Science Center (UNM-HSC) has a novel program to help faculty develop into effective research mentors. Methods: The program was developed based upon the input provided by experienced UNM-HSC faculty members. It has an online component, recently supplemented with a face-to-face component. The online component consists of eight development modules. Faculty within and outside the UNM-HSC can login without charge to this distance-based asynchronous learning program. The face-to-face component builds upon the foundation provided by the online component and uses an interactive case-based discussion format, facilitated by senior mentors. Results: Since its onset in 2014, 42 users have accessed the online program. Users are predominantly women, Associate Professors, in tenure track, at a School of Medicine. Without solicitation, faculty members outside the UNM-HSC currently constitute half the program users. Users accessing the program have a baseline moderate level of experience with mentoring. Even in this relatively experienced mentor cohort, the use of the online program is associated with improvement in knowledge scores. Complementing this online program, a subsequent interactive face-to-face mentor development program was recently launched at the UNM-HSC and is being evaluated with a small number of users. Conclusions: The UNM-HSC online mentor development program attracts experienced faculty mentors and results in improved knowledge scores related to mentoring competencies.

Lacueva, G ., & Smieja, J.
John Carroll University & Gonzaga University
Acoma A

Inter-Organizational, Peer-Mentoring Groups for STEM Women Faculty at PUIs
Women are underrepresented in science, math, and engineering fields (STEM) and the percentage of STEM women at the Full Professor rank remains low. Women faculty at predominately undergraduate institutions (PUIs) face different challenges to career advancement compared to their counterparts at research-intensive institutions. In addition to carrying greater teaching and advising loads, STEM women at PUIs are often the only female in their departments. Across STEM disciplines, female faculty report problems with isolation (Xu & Martin, 2011). The value of formal and informal mentoring for career development and advancement is well documented (Sorcinelli & Yun, 2007), however, women faculty at PUIs often do not have access to mentoring programs. In this presentation, results from an inter-organizational, e-mentoring project for STEM women faculty at PUIs will be described. The project involved 70 women from 27 PUIs who were assigned to one of 15 small peer-mentoring groups called alliances. Each alliance was composed of four to six women in closely related disciplines and similar career stages but at different institutions. Alliances met regularly via video conference for group members to plan career goals and mentor one another. In addition, all 70 participants met face-to-face once a year for three years for horizontal networking with other participants at the same career level and vertical networking with other participants within their discipline. Preliminary results indicate these peer mentoring groups provided psychosocial benefits such as self-esteem enhancement, support for risk-taking, and increased career resilience. Participants also self-reported career benefits such as increased grant writing and scholarship activity. The strengths and weaknesses of the alliance structure will be described.

Kukreti, A.
University of Cincinnati
Sandia

Coaching: Key to Success of MiddleSchool & High School STEM Program
A National Science Foundation grant (DRL-1102990) funds the Cincinnati Engineering Enhanced Math and Science Program (CEEMS). The University of Cincinnati serves as the higher education partner and leads 14 partner school districts with the goal of training and supporting middle school and high school math and science teachers. The goal is to support teachers as they use engineering design challenges as a context to teach academic standards. The project is in its fifth year. Teachers participate for two years and overwhelmingly report in surveys and focus groups that the coaching associated with CEEMS is the best feature of the program and the primary reason for their success incorporating engineering into their classroom. This proposal will first explore the structure of the CEEMS coaching model. Ten semi-retired, experienced educators and engineers serve as coaches. Each CEEMS teacher is assigned a primary coach and a secondary coach. Typically one is an educator and one is an engineer, thus bringing a balanced perspective to each teacher's team. Additionally, teachers in their first year of CEEMS are assisted by a doctoral engineering student. The coaches and the engineering student assist the teacher as they develop five engineering design challenge units, and then subsequently implement those same units in their classrooms. In addition, the proposal will examine the qualitative data related to how and why coaching is integral to CEEMS' success, as well as suggest ways that key elements of the CEEMS coaching model can be implemented in K-12 classrooms--even if funding is limited.

Almeida, C., Piskadlo, K., & Jermelbracht, J.
Stonehill College
Scholars

Think. Act. Lead.: A Path to Each Student's Success

Think. Act. Lead. is a comprehensive, integrated, and holistic development program and philosophy that offers a transformative educational experience by engaging each student through meaningful and individualized mentoring, conversation, and feedback. Our goal is enhancing the likelihood of success of the students while at and upon graduation from Stonehill College, a private, solely undergraduate, Catholic liberal arts institution of 2,400 students. Think. Act. Lead. is creating a culture that promotes ongoing purposeful planning, intentional engagement, and thoughtful reflection upon all experiences—a culture that empowers each student to realize meaningful growth, clarify, and achieve a deeper understanding and awareness of who they are as people, and be able to tell their individual/personal stories of transformation. Utilizing grant funds from the Davis Educational Foundation, new mentorship and leadership development programs have been created, technology tools have been enhanced, and resources to improve how faculty and staff communicate with, share information about, and support students in their progression through Think. Act. Lead. have been created and implemented. In this presentation, participants will be provided with an in-depth introduction to the program and will have an opportunity to learn about the development process, the emerging culture change taking place at Stonehill, positive academic and co-curricular trends, upcoming initiatives for our second year, and the learning and process outcomes that have been achieved since its' inception.

Koch, R., & Jagodzinski, P.
Northern Arizona University
Amigo

A Tenet Based Model to Cultivate Effective Mentoring Relationships for Women

Cultivating the ideal mentor-mentee relationship can look very different in different contexts due to the traits of each participant. This presentation will demonstrate a mentoring model that can be applied to any mentoring environment. The presenters, who have been partners in a mentoring relationship for two years, will demonstrate the effectiveness of a mentoring model based on seven tenets: collaboration, mutual and active learning, equal partner status, thematic outcomes, setting and adjusting goals, flexible level of formality, and long-term commitment. They will also demonstrate the powerful outcomes that result when the mentor and mentee possess different professional backgrounds and levels of experience. The goal of this work is to provide a framework that can be applied to a variety of environments to effectively mentor women. The process of developing such a relationship will be described including identifying some of the inherent characteristics of each partner (e.g., gender, experience level, professional background), and how these characteristics can be used to enhance the mentoring experience of both partners. Participants will be encouraged to engage in a discussion of how this model can be applied to other mentoring situations.

Balachowski, M.
Everett Community College
Mirage

What are the Keys to a Successful Mentoring Relationship?

Everett Community College is home to a campus-wide mentoring initiative, and our college has developed opportunities for students, faculty, staff and administrators to participate in. However, as with many organizations, both academic and business, we continue to wonder what makes a successful mentoring relationship. In each area there are pairings of mentor and protégé that are extremely successful and productive, and pairings that simply do not work. In this paper I will review the work of Byington and others to determine commonalities in the components of a successful pairing. What can we learn from the work of Teresa Byington, (Area Extension Specialist, Early Care and Education at the University of Nevada Cooperative Extension), who has identified four keys to successful mentoring relationships? In addition, I will interview multiple individual pairs of EvCC administrators and staff or faculty to determine how they built their mentoring relationship, how they continue to thrive, and the results of the mentoring after one year; I will discuss mentoring with our student program as well. I will also investigate our group mentoring program, in which a single faculty member mentors new faculty during their first quarter of employment. Finally, I will interview individuals who were part of an unsuccessful pairing, trying to determine which if any of the identified key components were missing. I hope to be able to develop a model for Everett's mentoring program that will help our mentors and protégés thrive.

Concurrent Sessions | 3:00 pm - 3:45 pm

Martinez, C. T. & Alamillo, J.
California State University- Channel Islands
Santa Ana A

Power of Faculty Mentoring: Stepping out of the Comfort Zone to Enhance Faculty Success

In this mixed methods study, we explored the extent to which mentoring can help new faculty navigate the university culture, address concerns about the retention, tenure, and promotion process, and enhance personal well-being. Tenured faculty mentors were paired with newly hired tenure-track faculty. One week before the program, participants completed a pre-assessment survey. They met regularly throughout the semester to discuss expectations for retention, tenure, and promotion, and provide support for questions and concerns. At the end of the academic year, a post-assessment survey and focus group interviews were conducted. Qualitative data were analyzed using a phenomenological approach and grounded theory to examine themes that emerged from descriptions of the mentorship experiences. Findings indicated that mentors helped facilitate new professors' understanding of the social and political climate of the university, provided social support, and contributed to their personal well-being. Faculty also revealed the importance of discussing issues of racial and ethnic diversity with their mentor. Mentees helped enhance mentors' feeling of self-efficacy in supporting junior faculty through their collaborative relationship. The faculty mentorship program not only facilitated participants' ability to attain their goals, but also enhanced their relationships and social networking across campus. We will discuss strategies for challenging faculty to step out of their comfort zone and be more effective teacher-scholars while tapping into their developmental and social network.

McWilliams, A.
Wake Forest University
Santa Ana B

Developmental Networks from College to Life After College

Research demonstrates that the millennial generation, those born between 1980-1994, will comprise 75% of the workforce by 2025. These young professionals can anticipate holding 20 or more different jobs over the course of their lives and two-thirds say they expect to leave their current employer by 2020. However, 81% say they are likely to stay with their current organization if they receive intentional mentoring (The Advisory Board; Deloitte 2016 Millennial Survey). Research also demonstrates a significant gap between employers' expectations and college graduate preparedness for the workforce (AACU 2015; CBI/Pearson 2015). Our own

study of and work with recent graduates confirm these needs: college students are unprepared for the realities of the "real world," and both expect and need the support of mentoring networks during and after college as they explore issues of identity, values, strengths, and interests. Indeed, this is a vital role that universities can and must serve as part of their mission to educate the "whole person." This presentation will delve further into this research to explore what, exactly, these emerging adults need to be successful personally and professionally. We will examine effective networks for both college students and young alumni. And we will share resources and strategies that we are using at Wake Forest to help both students and young alumni to develop their networks and to navigate the transition from college to life after college.

Petersen, T.

Colton Joint Unified School District

Acoma B

High School Principals' Experiences with Leadership Coaching: A Phenomenological Study

Purpose. The purpose of this phenomenological study was to understand and systematically describe the essence of the experience of high school principals having received leadership coaching. Methodology. The researcher interviewed a purposeful sampling of five current or former high school principals who received leadership coaching for a minimum of six months. Patton's (2002) steps in phenomenological analysis were used to analyze the data. Validity and reliability were established through the use of Lincoln and Guba's (1985) alternative constructs. Findings. Transcripts were analyzed to uncover over 30 significant statements from the interviews. Sixteen formulated meanings were constructed from the significant statements, and five themes emerged. The five themes were explained and backed up with evidence from the significant statements from the interviews. Finally, the essence of the leadership coaching experience received by principals was described. Conclusions. The results of the study support the key themes as areas of practice of the principals that were impacted as a result of leadership coaching. The key themes included developing a shared vision and goals and leading change; strengthening site team development and leadership capacity; examining data to assess and improve performance; navigating district, community, and school politics; and confidence building and reflection. Recommendations. Leadership coaching can assist principals with the rapidly changing demands of the position. The findings of this phenomenological study offer districts support for hiring leadership coaches or developing coaches from within who can work with new and experienced principals to improve their practices, thereby leading to improved performance.

O'Connell, P.

Lourdes University

Luminaria

Leadership Mentoring for Millennials: Using a Simple Framework

In the twenty-first-century, leadership is believed to be a seminal applied skill that is important for every member of the workforce to develop. Leadership competencies will be increasingly important to teach in all disciplines, especially in scientific and technical fields (Martin, 2007; The Conference Board, 2006). In turn,, twenty-first-century leaders will need to be strategic, adaptive, authentic, and connective. We need to find innovative ways to accelerate and extend the teaching of leadership across populations, organizational levels, cultures, and generations (Bennis, 2007; Day, 2012; Uhl-Bien, Marion, & McKelvey, 2007). This interactive training session for learning and practicing a simple framework for developing 21st century leadership competencies. The framework for our training session is based on research on emerging twenty-first-century leadership theory, leader development needs, and emerging generations' beliefs. This basis for accelerated and effective mentoring and development of young leaders emphasizes connective values and leader capacities crucial to relationship building across diverse networks, borders, and generations. This workshop presents the simplified leader development framework and its common lexicon of connective beliefs that can be integrated into reflective practice and self-leadership over the career and life span. Session participants will learn how this innovative approach is easily applied to mentoring, coaching, and leader development for emerging leaders. The simplified framework for twenty-first-century leader development resulted from in-depth research and trials using five webs of belief for self-leadership leader development: learning, reverence, purpose, authenticity, and flaneur (O'Connell, 2014).

Santin, C.

Concordia University-Chicago

Alumni

A Mentoring Model for Student Success in a Doctorate of Business Administration Program

Online and hybrid models of Doctoral Business Administration (DBA) programs are choices for business professionals, although completion rates are not satisfactory. Many leaders of doctoral programs are concerned about issues of student attrition, retention and degree completion. The fear of proliferating the all but dissertation (ABD) ranks looms on the horizon. The reasons for attrition are numerous and diverse and are usually due to a complex combination of factors. The online delivery format should not be a reason for the student to feel isolated. eMentoring can help develop a rich relationship between doctoral business faculty and students stimulating knowledge transference, motivation, and emotional and academic guidance. Mentoring, especially eMentoring, can enable online doctoral students to make the transition from student to independent researcher and scholar. eMentoring can help to ensure the quality of research, scholarship, and teaching well into the future. A model is proposed wherein faculty eMentors mentor emerging DBA scholar practitioners through their program and help socialize them into the business discipline supporting and reinforcing what is expected of them as DBA students and business leaders. Key words: DBA, eMentoring, leadership, scholar-practitioner, academic research

Neustrom, S.

National Louis University

Fiesta A

The Relationship Factors of Leaders

Cuts in government funding, decreased individual and corporate giving, and increased competition for grant money have changed the external environment of nonprofit organizations. The purpose of this qualitative study was to explore the phenomenon of the dyadic relationship of executive directors and board chairs of nonprofit organizations experiencing a changing environment and factors contributing to relationship development. The working relationship between a board chair and executive director resembles a partner, mentor, and coaching exchange creating complementary actions that increase the effectiveness of board performance. Using the theoretical framework of Leader-Member exchange, the findings support the stage progression of leadership making, however, the presence of negative factors hinders progression. The findings also suggest the quality of the relationship, based on the level of trust and respect, has an impact on board behavior and organizational effectiveness. The results of the study provide a model of relationship development under situational conditions, implications for leadership development, recommendations for practice, and further research.

Gordon, J.
American Sentinel University
Fiesta B

Perceived Self-Efficacy in Mentors Following a Competency-Based Faculty Mentor Orientation

The National League for Nursing's (NLN) position statement (2002) and the Institute of Medicine report (2011) identified nursing educators as the key factor in preparing nurses to meet the healthcare needs of the United States population. Yet, the problem of an overall nursing shortage cannot be successfully solved until the shortage of qualified nursing faculty in the United States is addressed. The issue is recognized and recruitment is well underway but the issue is not improving. One reason is the lack of preparedness of newly hired nurse educators. Providing mentorship programs that orient faculty to their position, professional development as an educator, and support socialization into academia, will cultivate a healthy workplace and increase perceptions of role preparedness. In order to effectively utilize the concept of mentoring to onboard clinical nurses into academia, mentors should include measuring novice nurse educators' abilities to complete the job in which they were hired. Mentors need to be trained to mentor new faculty and assess achievement of the Core Competencies of Nurse Educators (NLN, 2005). The purpose of this quasi-experimental project is to determine the effectiveness of implementing a competency-based mentor orientation module in increasing self-efficacy levels of associate degree program nurse educators within the Virginia Community College System (VCCS). Keywords: mentoring, core competencies, trainings.

McGivney, K.
Shippensburg University
Acoma A

STEM-UP PA Mentoring Network Successes and Challenges

STEM-UP PA is a collaboration between Shippensburg University, Harrisburg University of Science and Technology, Elizabethtown College, and the Innovation Transfer Network whose goal is to address gender equity among STEM faculty at teaching-focused institutions in Pennsylvania. STEM-UP PA was developed through an NSF ADVANCE grant which was completed in January 2016. One successful program of STEM-UP PA was the Mentoring Network, a formal mentoring program that pairs junior female faculty with a mentor whose goals and interests are similar. The Mentoring Network includes an Executive Committee (MNEC), an application and matching process for mentors and mentees, an orientation program, a check-in system with participants, an online portal for mentoring pairs, and an annual evaluation process. Over three years, the Mentoring Network has seen abundant growth. The program has increased from 14 women at 5 institutions to 51 women at 20 institutions. Program evaluations continue to show that participants value workshop content and the formal mentoring and networking that occurs at and between programs. Testimonials further support the positive outcomes of mentoring: "For me as the mentor, this shift to giver of guidance has been profound. It has made me step up to opportunities that I might not have before. I realize that I have something to offer." "This has been a great experience. It has really helped with my writing and has helped me focus." We will describe the network's structure, growth, and current challenges – including how to continue the work without the support of a large grant.

Shore, W.
Pacific Lutheran University
Sandia

A Mentoring Personality? Individual Differences Affect Students' Expectations for Mentors

Shore and Rutter (2015) investigated the possibility of a 'mentoring personality,' focusing on 111 first-year college students who reported having no mentors. Students completed several scales assessing individual differences and rated their agreement with a series of statements about mentors (e.g., Having a mentor would benefit me.). The less hopeful students were more likely to agree that they needed mentors. However, students with higher hope whose mothers had earned at least a bachelors' degree were significantly more likely to agree that they knew how to find mentors than were any other group of respondents. Thus, we concluded that there are reliable individual differences among protégés that may impact not only the success of the mentoring relationship but also the likelihood that a mentoring relationship will develop at all. The current research extends this finding to content analyses of students' responses to several open-ended questions (e.g., What is a mentor?). Reliable themes emerged related to perceptions of mentors as experts in a content area but also as more general role models and 'life coaches'. Interestingly, when asked how they would go about finding a mentor, a sizeable percentage responded that they did not know. Thus, as in our earlier work, the results provide evidence that, although first-year college students often recognize the value of mentoring to achieving their goals, they are generally uninformed about from whom they might receive mentoring. Their naiveté about the mentoring process has implications for mentors who are motivated to be both effective and ethical in that role.

Jacques, J.
Clemson University
Spirit

Coaching the Coaches: A Nine-Week Conversation About the Very Idea of Teaching Design

The simple aim of this illustrated presentation is to encourage faculty members in all disciplines to enjoy an extended conversation about teaching and learning by reading and discussing a good book about the art of teaching in an open setting that includes students. To do this, we immediately recognize each community of teachers and learners as a local developmental network of mentors with a common interest in coaching one another to view its essential enterprise within a broadened perspective. Teachers who embrace their role as mentors and coaches will realize that the interconnected themes of this in-depth conversation are important to the ongoing health of the learning community and essential to the culture of the place. Let me relate our experience with "a nine-week conversation about the very idea of teaching design." At the invitation of my younger colleagues and their students in architecture, I recently facilitated a series of reading + discussion sessions in an open area of our celebrated new building to examine best practices of discovery-based learning within the broad context of liberal education. Following the nine precepts of the art of teaching cleverly presented by Banner and Cannon in their provocative book The Elements of Teaching, we held 90-minute sessions each Tuesday morning for the first nine weeks of the spring semester. The results were remarkable.These sessions evolved into a far-reaching, open-ended and beguiling conversation that celebrates the learning community and helps define the culture of discovery-based learning.

Morgan, B.
University of Tennessee
Scholars

Mentoring for Motivation and Purpose

Several authors, from various disciplines, relying upon both anecdotal and statistical evidence, have identified three primary influences on motivational theory. Although employing various nomenclature, these three influences may be described as autonomy, mastery, and purpose. In the absence of these influences, growth stagnates, resulting in high personal, professional, and institutional costs. The lack of these influences has been particularly acute in the legal profession, resulting in negative consequences for the legal profession and legal professionals. In response to the same, several law schools, law firms, bar associations, and in-house legal entities have developed mentoring programs with varying degrees of formality. Such interventions have yielded positive results in terms of effectuating change in the arenas of autonomy, mastery, and purpose. One such example is the mentoring program at the University of Tennessee College of Law which, over the past 5 years, has collected and analyzed longitudinal data indicating that participants in the college's mentoring program experience—with statistical significance—more positive association to these ideas. These results have driven growth of the program, as well as development of a new leadership institute that expands the

mechanisms available for development of these ideas beyond the laws of the college and into firms, non-profit organizations, and the bar association. This session will explore motivation theory, how serving as both mentor and mentee can foster autonomy, mastery, and purpose thus promoting motivation, and how both anecdotal and statistical lessons learned from mentoring in the legal profession may be applied to broader audiences.

Lorenzetti, D.

University of Calgary

Amigo

Mentorship in the Media: An Exploration of Scope and Meaning in Contemporary Culture

In the centuries since the Greek myth of Odysseus entrusting his son Telemachus to Athena was first recorded, myriad accounts of biographical, historical and literary mentoring relationships have been documented. The growth of mentoring organizations such as Big Brothers-Big Sisters has further cemented the concept of mentorship into our collective consciousness. In an effort to better understand the nature and role of mentorship in contemporary society, we undertook an exploration of the scope of, and meanings ascribed to, mentorship in the media. We conducted a qualitative thematic analysis of mentorship portrayals in the New York Times (NYT) from July to December 2015. We compared the themes generated through this analysis with those identified in conversations with academic faculty mentors and mentees participating in formal mentoring programs in a Canadian university. In both media and faculty interviews, mentorship was portrayed as fundamental to the fabric of contemporary society. Academic faculty relied on mentors for ongoing professional support throughout their careers, and formal and informal mentoring relationships were prevalent in the NYT across a wide variety of professional and personal contexts. While academics emphasized safety, trust, training, and a willingness to prioritize mentoring relationships, such themes were rarely apparent in media accounts. Rather, we observed a tendency to conflate role modeling, friendship, and mentorship. While mentorship continues to be lauded as fundamental to behavior change, and career advancement, such misapplications of the mentorship label in the media may serve to dilute public perceptions of the significance and potential impact of these relationships.

Walsh, C.

University of Calgary

Mirage

Mentorship Framework to Strengthen Social Work Research: Research Practica

Schools of Social Work have been charged with the task of training their students in an array of research methodologies including qualitative, quantitative and mixed methods design. Social work students are in a unique position to apply their research skills to address social inequities in the context of their field placement, however models for mentoring research development and mentorship are limited. This presentation describes the development, implementation and evaluating of the research practica (RP). The RP model, founded on the principles of mentorship, community-based and participatory and action-based research, is designed to enhance students learning in research with the support of mentors from the faculty and local community agencies. This presentation shares the four sequential steps we used to achieve this objective: 1. Assess the needs of social work students and the readiness of the institution for the development of a new model; 2. Develop a model based on the feedback from various stakeholders; implement and evaluate the program with one cohort of students; 3. Integrate knowledge learned to refine the model, implement and evaluate the program with a second cohort; and 4. Model establishment. We anticipate that this RP mentorship framework can be of direct benefit to junior faculty, students in social work and social service community partners as well as potentially other disciplines across North America.

Concurrent Sessions | 4:00 pm - 4:45 pm

Aguirre-Romero, A.

Odessa College

Santa Ana A

First Year Experience Program at Odessa College

Odessa College, a community college in Texas with a course completion rate of 96% and a course success rate of 80%, is breaking its own record every semester. To aid in this effort, the College recognized the need to provide support when on-boarding new faculty. The First Year Experience for New Faculty is a holistic support system to help faculty be more effective in and out of the classroom. The participants will learn about the program.

Training

New faculty are required to attend the following:

•Drop Rate Improvement Program – 4 commitments

•AVID 101

•HR semester training

•Faculty workshops

Mentoring- Each new full time teacher is assigned a faculty member. I will talk about my experience being mentor and mentee. Coaching- Two class observations during their first semester; by the department chair, and by the Dean of Teaching and Learning. On-going coaching- The Drop Rate Improvement Program data provides the faculty member and leadership an opportunity to examine any areas of concern. Campus Involvement- Programs like OC-All in or Coffee & Conversation. With such a complete and innovative program, Odessa College is one of the top colleges in the nation. I will talk in the conference about it, and the participants will learn how important it is to build rapport in order to help the students be successful.

Jameson, K.

Bucknell University

Santa Ana B

Are Mentoring and Coaching Endangered by an Increased Reliance on Metrics/ Benchmarking?

In the world of education, the pendulum between art and science is forever swinging one way and then the other. During my career in teaching, administration, and educational fundraising, I observed those fluctuations personally. As a result, I have become concerned with a trend toward quantification of results at the expense of a qualitative, human relations approach, which incorporates more coaching, mentoring, inspiring and

modeling. Entire companies have been born and bloomed into a major presence simply for the purpose of teaching employers to evaluate using exhaustive sets of metrics and benchmarks. Soon the metrics themselves become performance objectives, and the relationship of leaders to subordinates is diminished to that level. Indeed, the need to quantify and hold accountable can be observed in all areas of education now, from government initiatives and teacher tests to standardized testing for students, which has all but taken over the curriculum. What approach promotes the most growth, self-actualization at the highest plane, and longevity in the field? Those individuals who mentored the most experienced among us gave us our drive and self-esteem and yes, even our ultimate successes. How? By believing in us, nurturing our growth, and showing us what great leaders look like. Because of their influence, we persevered, whereas teachers now are leaving in droves. What can we do to counter this new culture, foster true collaborations, and support the mentoring of those characteristics and qualities that cannot be quantified because they are so deeply human?

Gordon, E.

University of Southern Mississippi

Acoma B

The Mentoring Web—Coming Together to Make a Difference

Developing effective novice teachers involves many components. Researchers have studied the impact of principals, induction programs, and mentors on the growth and development of novice teachers (Brinko, 1993; Brock, 1998; Bryan, 1963; DePaul, 2000; Kearney & Lee, 2014). Relationships with college or university faculty, students, parents, and support staff can also impact the growth of these novice professionals. The combination of these components creates a mentoring web that works together to empower the individual teacher as they begin their teaching career. The purpose of this paper is to outline the mentoring web components and how the implementation of this web can ensure success for novice teachers in their initial years as professionals in the field of education.

Surrette, T.

University of Cincinnati

Luminaria

Influence of Mentoring and Professional Communities on Early Career Teacher Development

A challenge for public schools is to successfully support and professionally develop early career teachers and thereby prepare them for long and successful careers in education. Multiple studies have indicated high levels of turnover in the profession of teaching, especially during the beginning years in a teacher's career. The purpose of this qualitative research study was to describe how eight early career secondary mathematics and science teachers perceived and made sense of their experiences navigating multiple professional communities and interacting with mentors. Topics examined included the contextual elements that influenced the early career teachers' interactions with mentors and professional communities; how teachers positioned themselves within multiple professional communities; and how they perceived these experiences had influenced the development of their teaching practice. An extensive semi-structured interview of the early career teachers generated data that were analyzed to identify emergent themes and patterns. The findings of this study indicated that navigating professional communities and interacting with mentors had influenced the early career teachers' decisions to adopt important components of a learner-centered approach to teaching that included engaging students in active learning processes, utilizing formative assessment, promoting cooperative work, and interacting with students on an individual level. Also, access to professional communities and mentors afforded the early career teachers a level of relief of their anxieties related to being a new teacher, a boost of confidence in their teaching abilities and judgments, and an outlet to share stories and experiences, which decreased their feelings of professional and social isolation.

Witherspoon, B.

Water Resources and Policy Initiatives

Isleta

Focus on Efficiency: Administering Multi-Site Programs from Single a Cost Center

Water Resources and Policy Initiatives (WRPI) leverages the California State University (CSU) system-wide academic excellence into an important resource for addressing the complex water issues confronting California. WRPI provides training opportunities through the commitment of the CSU Chancellor's Office and various federal grants and agreements, including the Watershed Management Experiential Learning for USDA Careers. The USDA project was launched to serve underrepresented students at CSU under the hypothesis that long-term, repetitive exposure to experiential learning through paid internships results in improved persistence and performance. Working with students from all 23 CSU campuses from a single cost center presented some challenges, namely recruiting, hiring, and payroll. To overcome these barriers, WRPI created a centralized administrative structure at one cost center, CSU San Bernardino. Rather than students being employees of their own campus, they are all employees of University Enterprises Corporation (UEC)/CSU San Bernardino (CSUSB) with one office for payroll/human resources. This decreases the administrative costs of the program greatly. To address the issues of recruitment, hiring, and payroll, WRPI entered into a Memorandum of Understanding (MOU) with the US Forest Service to tap into their existing recruitment pipeline. This is an applied research project that may not show causation, but rather contributing factors to success. Based on barriers being resolved and due to the WRPI's efficiency, only eight students out of 213 have dropped out of the program, and GPA and graduation rates improved. WRPI has been awarded an additional $2 million over the next four years (USDA NIFA No. 2015-38422-24058).

Martin, R.

Vaal University of Technology

Fiesta A

Mentor Conversation Circles —A Vehicle to Develop Mentor Competencies Continuous Professional Development

This paper aims to make a contribution to the lack of focus in the literature on the continuous professional development (CPD) of mentors within the area of entrepreneurship and business support. The paper argues that continuous professional development of mentors is critical, especially in developing countries such as South Africa, where improvement in entrepreneurship and business development needs improvement. Successive Global Entrepreneurship Monitor (GEM) Reports, shows that South Africa is struggling to improve entrepreneurial activity despite the fact that support interventions such as mentorship programs do exist. Although not the only driver to improve entrepreneurial activity and business support, the literature does recognize the significant role that mentors can make in this regard. Mentors are often recruited on the basis of their expertise and/or personal achievements either as entrepreneurs or business in general. This paper discusses mentor attributes as well as describing why it is necessary to focus on continuous professional development for mentors in the entrepreneurship and business support field. The paper argues that the implementation of conversation circles for mentors in the entrepreneurship and business support field can be an effective vehicle for continuous professional development and can make an effective contribution to improve the quality of mentors within the entrepreneur and business support field. The paper makes a contribution to the literature on mentor development within the entrepreneurship and business support fields, but is also relevant for mentor development programs in general.

Hamel, P.

Northeastern University

Fiesta B

A Tale of Two Cities: Mentoring Teaching Assistants from the Classroom to the Global Stage

This presentation of three case studies demonstrates a dynamic team mentoring process and developmental networks between a professor and three Health Science teaching assistants. These relationships ultimately led to both experiential learning and leadership building from a local mentoring experience in a U.S. classroom to an innovative international experience. The presentation will outline the process, from recruitment of students with demonstrated qualities of excellence, their training in and outside the classroom as teaching assistants, and eventual development of leadership and supervisory skills that were implemented abroad as dialogue advisors and resident assistants with undergraduate college students. The session will focus on how the experience broadened the mentees' knowledge and appreciation for leadership, academic and research skills, as well as cultural and historical opportunities beyond the university campus. Their mentoring experience evolved to include teaching opportunities and onsite residential supervision of a cohort of students enrolled in faculty-led coursework abroad. Additionally, the qualities of excellence that were instrumental in contributing to the selection of teaching assistants for the global experience and further demonstrate successful mentoring will be outlined. Examples include capstone research projects which evolved into subsequent recommendations for course improvement, service and implementation of sustainable teaching tools to improve health literacy in an emergency department setting, and fieldwork in a community-based public health initiative. Subsequent developmental experiences that provided ongoing collegial networking opportunities for the mentees beyond their own personal growth and maturation shown here included graduate admissions to medical school, a physician assistant program and a dual major in public health and social work.

Leader, J.

Everett Community College

Spirit

Mentoring by the Book: Developing the Self Throughout the Lifespan with Fictional Mentors

It is no exaggeration to say that an entire generation of readers grew up relying on Albus Dumbledore, from the Harry Potter book series, for personal guidance and specific direction. Characters in novels serve as somewhat silent mentors and can exert a strong influence on our development, especially in the formative years. In this session, participants will explore what mentors from the literary realm have shaped them and will consider how to benefit even more from these relationships through intentional self-reflection. The transformative power of fiction is backed by an increasing body of research that studies the effect of reading on expanding selfhood as well as its ability to build social skills and empathy. These researchers have focused on Theory of Mind and gather evidence through examining reading habits as well as the results of psychological tests and brain scans. These fictional mentors form a very personal and malleable network that can be called upon again and again, throughout a lifetime of development, page by page.

Woods , W.

Schreiner University

Amigo

What We Can Learn About Mentoring from Alcoholics Anonymous

At first glance, it would appear that we find little about the process of mentoring in that stereotypical Alcoholics Anonymous meeting, with its dark and crowded little smoke-filled halls and meeting rooms, ashtrays overflowing, half-empty Styrofoam coffee cups, a room full of what some consider the sickest and weakest individuals on the lowest rung of society, the shaking alcoholic, perhaps in the grips of the latest withdrawal or detox, hours away from another inevitable relapse. What could we possible learn about proper mentoring from these people, people often at the lowest point in their lives, having drank away relationships, homes, careers, financial security, even their own health? Perhaps surprisingly especially to the outsider, on closer examination, particularly when we carefully analyze the often complex and highly effective nature of the "sponsor–sponsee" relationship, we find some interesting applications to the study of formal and informal mentoring. For many, crucial to successful recovery from alcoholism is the participation in a 12-step recovery program, sometimes known as "working the steps" with a sponsor who has successfully recovered from alcoholism himself or herself. "Alcoholics Anonymous (AA) considers sponsorship an important element of the AA program, especially in early recovery" (Stevens, E. and Jason, L. 2015). And though no mention is actually made of formal sponsorship in the "Big Book of A.A.," a long tradition complete with standardized rules of mentoring has evolved since the earliest days of this type of treatment for alcoholics. Remarkably enough, some of the guidelines outlined in the chapter "Working with Others" – though written for a specific group of suffering alcoholics in the 1930's – still apply to the concept of successful mentoring today, guidelines such as close and personal daily interactions, modelling proper behavior, being available for crisis management and relapse prevention, taking a daily inventory of behavior and resentments, and the like.

Wolf , D. & Ober, D.

Barry University

Mirage

Turning Managers Into Leaders: The Art of Mentoring

Fostering stable, reliable and knowledgeable leaders is a top priority in many organizations. Leadership is generally considered the ability to influence others. Identifying managers with the potential to become leaders is a continual process. Mentoring is believed to be one of the most important factors in recognizing and training protégés in the art of exerting influence over others. The mentoring experience is also believed to have a significant impact on manager development, given the operational, regulatory, and economic constraints placed on managers in the present fast-paced, technology driven environment. Recognizing how mentors acquire the requisite knowledge, wisdom and communication skills that allow them to positively influence others to engage, build and maintain leadership skills is necessary to understand and develop successful mentoring relationships. Determining the needs, wants, desires and expectations of the various organizational stakeholders will aid in deciding which mentoring program may be effective for an organization seeking to engage in the leadership development.

Wednesday, October 26th

Concurrent session | 9:00 am- 9:45 am

Nastasia, D. & Stephen, M.

Southern Illinois University - Edwardsville

Santa Ana A

Mentoring STEM Extracurricular Groups: Experiences, Challenges, and Training Needs

Numerous studies show that K-12 students' participation in science, technology, engineering, and math (STEM) extracurricular activities, in which they work as teams to solve problems, complete hands-on projects, or prepare for challenges and competitions, contributes to both improvements in students' academic achievement and an increase in students' STEM career interest. Research has also documented that successful student participation is impacted by teachers' capacity to guide student teams' endeavors and serve as effective and inspirational coaches and mentors. This presentation examines how teachers view themselves as coaches and mentors for STEM extracurricular activities. In an initial quasi-experimental study, 33 teachers leading student teams in a robotics competition were provided with different types of mentor training (best practices, self-efficacy, or both) using a combination of online and face-to-face training. In a follow-up qualitative study, interviews and focus groups were conducted with nine teachers from the initial study, and an additional nine teachers leading STEM extracurricular activities in schools and community-based or university enrichment programs in the same regions. Study participants expressed in their own words who they are as leaders of STEM extracurricular activities and also if the project's training materials have helped or could help them. The teachers outlined their various mentoring experiences, reflecting on what is most fulfilling, what is a struggle for themselves and students, and how training can help. This presentation will showcase the emergent themes from the discussions and theorize how teachers transition from coaching to mentoring, aided by quality training materials.

Philipsen, M.

Virginia Commonwealth University

Santa Ana B

Focusing Inward and Outward: The Design of a Unit-Based Mentoring Program

At most institutions of higher education, faculty and student mentoring programs abound. Virginia Commonwealth University is no exception but faculty mentoring exists in "pockets," offered only in some departments, and only to some faculty. A comprehensive mentoring program is lacking. This paper details a thoughtfully designed mentoring program for one unit, a School of Education (SOE). Its design allows for it to be scaled up to the university at-large. Based upon the literature on best practices, it intends to do both: focus inward by socializing faculty into the culture of a unit (School of Education), and focus outward by connecting faculty with individuals in the university and the field. The program has two components: 1) a public component consisting of career development workshops throughout the year, and 2) an individualized component consisting of a customized mentoring portfolio for each tenure-eligible faculty member. The program allows for growth, and includes faculty across career stages. A mentoring coordinator will conduct needs assessments with new faculty, assist in the design of the mentoring portfolio, use a database for matching purposes, educate mentors/mentees about successful mentoring techniques, organize workshops, and monitor the success of the mentoring relationships. Evaluation of the mentoring program will be conducted through a third party, the School of Education Office of Research/Professional Development and Office of Assessment. The purpose of sharing the program is to show how the literature on best mentoring practices might be realized in practice and to solicit feedback from the audience to further refine the program.

Egues, A.

New York City College of Technology

Acoma B

A Handbook on Mentoring Students in Undergraduate Research: Proven Strategies for Success

The multidisciplinary Undergraduate Research Committee (URC) at New York City College of Technology of The City University of New York has proudly developed, A Handbook on Mentoring Students in Undergraduate Research: Proven Strategies for Success. The vetted Handbook is a culmination of several semesters of work by trained faculty mentors who are actively engaged in both disciplinary and interdisciplinary research with students from across the fields of anthropology, architecture, astronomy, biology, chemistry, communication design, engineering, health sciences, history, humanities, literature, management, mathematics, philosophy, physics, psychology, robotics, sociology, and theater. The Handbook includes topics addressing how to get started with the mentoring process, characteristics of effective mentors and mentees, developing a mentoring plan, evaluation of the mentoring journey, as well as mentoring and research resources. URC members cultivated the Handbook as a tangible and valuable resource to guide faculty in facilitating mutually-beneficial faculty-student mentoring relationships and appropriate mentoring skills within the context of research at City Tech. Students engaged with their mentors in research have demonstrated a heightened awareness in collaborating with others, in disseminating peer-reviewed research findings in regional, national, and international forums, as well as in improving their analytical and critical thinking abilities. The Handbook is pioneering as a living guide for successful mentoring within a unique academic setting.

Cowin, K.

Washington State University

Luminaria

Beginning with the End in Mind: Structuring the formation of Mentoring Relationships

Learn about a successful educative process using a series of workshops in which future educational leaders are invited to form a Professional Learning Community (PLC) with the development of open and trusting mentoring relationships at its core. Both peer and professor/leader-candidate mentoring practices are the focus of our work together. The establishment of a transparent and trusting environment, with communication that seeks to be transformational, has been critical to the development of our successful mentoring relationships (Zachary & Fischler, 2014). Research on developmental mentoring relationships (Allen & Eby, 2010; Mullen, 2005; Ragins & Kram, 2007; Ragins & Verbos, 2007) and relational mentoring (Dutton & Ragins, 2007; Fletcher & Ragins, 2007) was used as the conceptual framework for development of this educative process. The use of reflective practice by both leader-candidates and the professor has been applied in the refinement of the process over the past two years (Arredondo-Rucinski, 2005; Mullen, English & Kealy, 2014). In this interactive session, a detailed outline of the workshops will be provided, and session participants will experience several of the activities from each workshop. Participants will receive directions for trying the activities in their own settings. Participants will experience activities for establishing group norms to aid in formation of the mentoring PLC, ice-breaker and relationship building activities such as an auto-ethnographic writing and discussion process, a communication style inventory with discussion prompts for exploring the inventory results, and the use of reflective practice to enhance both our professional work and mentoring relationships.

Hale, M.
Dallas Baptist University
Alumni

Alumni Mentoring Relationships in a National Greek Letter Social Fraternity

The Greek life community on many college campuses has developed an infamous reputation. Misguided and unsupervised, the actions of some individuals within these organizations have caused many to questions the value and contribution of these groups. How might mentoring relationships influence chapter members to reevaluate their current activities and focus on more productive and positive outcomes? In this session we will review findings from a recent quantitative study exploring the interaction and impact of mentoring relationships between traditional-aged members of a national Greek letter fraternity, and alumni advisors who volunteer to guide these young men. How effective are these mentoring relationships? What aspects of mentoring are evident in these interactions? What impact do these relationships have on identified learning outcomes? Does this mentoring model have the potential to influence undergraduate decision making? Session participants will discuss the implications of alumni involvement in campus mentoring.

Bayron-Resnick, N. & Kraus, L.
Bank Street College of Education & New York City Department of Education
Isleta

Mentoring Minority Candidates for Teaching Careers in Bilingual Special Education

Bank Street College of Education and the New York City Department of Education (NYC DOE) have collaborated for over twelve years to help increase the number of fully certified bilingual special education teachers in New York City public schools through a scholarship program for master's degree students funded by the DOE. This program helps address a teacher shortage and helps recruit minority candidates into the field. In 2013 an additional initiative was added to this collaboration. The NYC DOE Bilingual Pupil Services Program (BPS) identifies bilingual classroom paraprofessionals who show promise as teachers and provides tuition support along with intensive mentoring and supervision, to help these individuals attain undergraduate degrees and initial teaching certificates in general and bilingual education. As part of the new collaboration with Bank Street College, graduates of the BPS program apply to the college's special education master's degree program and if accepted, are provided tuition assistance. Upon completion of the master's degree and mandated certification exams, graduates are fully certified and qualified to work as bilingual special education teachers. The teacher education programs at Bank Street include a unique and highly individualized supervised fieldwork experience with an advisement process that emphasizes an exploration of the integration of theory and practice. Students are closely mentored by an advisor and are simultaneously working full time in bilingual general education settings while completing their special education master's degrees. Intensive mentoring has been instrumental in helping participants be successful at both Bank Street and in the BPS program.

Tikhonravova, K.
Nova Southeastern University
Fiesta A

Networking and Coaching for Sales Professionals on Managing Relational Anxiety

Mentoring and coaching services could be enhanced through the application of mental health practices that provide a clearer understanding of relational interactions. Human interactions represent connecting pieces between professionals in a variety of fields. Understanding effects of relational anxiety and relational calmness on human interactions helps improve communication systems with our clients, colleagues, leaders, and family. Relational anxiety and relational calmness comprise an emotional state, which influences our interactional patterns and affects our perceptions on quality of our relationships. Relational anxiety encourages relationships that are based on competition and needs to protect oneself. Relational calmness encourages relationships based on trust and support. This paper shares practices for managing relational anxiety by applying an evidence based, Bowen mental health model that identifies effects of relational anxiety and relational calmness on our professional and personal relationships. This article examines factors that increase relational anxiety, six negative effects of the need to self-protect, and how this could lead into a self-perpetuating anxiety cycle. These relational interactions are explained through examples based on work of the Corporation Clinic, Inc., a company that provides mentoring and coaching services to professionals in sales and management, based on mental health practices. This paper then covers nine ways mentors and coaches could increase calmness and help individuals improve their professional and personal relationships as taken from The Calm Before the Sale: Calm-Driven Selling Secrets of a Successful Car Salesperson (Tikhonravova & Khan, 2015).

Hager, M., Cronkite, R., & Weitlauf, J.
Menlo College; Veterans Affairs Palo Alto Health Care System; & Stanford University
Fiesta B

Supporting Multilevel Developmental Networks in a National Career Development Program

Strong developmental networks can play a critical role promoting success as well as competent professional socialization for individuals in academic medicine. The early career transition from trainee to professional presents unique challenges regarding the formation of an autonomous professional identity. Individuals in this developmental phase commonly benefit from nuanced mentorship that is explicitly focused on the mentee's desired career trajectory. Such mentorship respects their need for guided entry into guilds and guarded professional circles, appropriate opportunities for collaboration, and, by extension, academic productivity. However, an oft neglected challenge is that prolonged dyadic mentorship may interfere with emerging autonomy and be riddled with difficulty regarding the successful navigation of complex socio-professional issues, including work life balance, within the context of an emerging academic career. Multiple mentorship models which include mentorship from leaders outside of one's area of expertise may offer emerging professionals greater opportunities to discuss more personal aspects of socialization with greater autonomy and privacy. Further, lateral peer mentorship may foster the development of an autonomous identity. In this "how we did it" presentation, we discuss the design of the VHA Career Development Enhancement Initiative (CDAei). The CDAei addresses the need for senior mentorship, autonomous and private consultation regarding matters of work life integration, and "lateral mentorship" among early career health services researchers. We present a multi-phase model of iterative and systematic program evaluation analyzing recruitment trends, participant characteristics and outcomes. Outcomes demonstrate success and areas for improvement, including participant suggestions for program enhancement. Keywords: academic medicine, career development, developmental networks, mentoring.

Ketola, J.
California State University - Long Beach
Acoma A

A New Mentoring Strategy for Helping Registered Nurses Transition to their First Job
Forty to sixty percent of new Registered Nurses (RNs) leave their first job within the first two years. The primary reasons are lack of support and dissatisfaction with their experienced RN colleagues. A factor contributing to the dissatisfaction of all RNs is the prevalence of negative social climates within work settings, e.g. bullying. The objective of this presentation is to describe a mentoring program for graduate nurses with research results that indicate nurses begin their first job more confident, better supported by experienced nurses, and with additional skills in communication. Nursing alumni from California State University Long Beach conceived in April 2013 the Nurse Mentoring Connection (NMC) to mentor baccalaureate graduates starting six months before graduation and through their first year in their first RN job. The pilot consisted of six student mentees and fifteen experienced RN mentors. The mentors adopted a mentoring model with a "caring" philosophy and proven success, Caring Mentorship Model by Wagner & Seymour, 2007. The initial structure was group mentoring with mentors and mentees divided into "families" who met monthly for six months. The mentee pre and post survey yielded three findings: 1) An increase in self-confidence as student nurses and their readiness for their first RN job; 2) Feeling supported versus alone when transitioning into their first job; and 3) Improved self-esteem and communication skills with both nurses and patients. These findings support a fourth finding from the surveys: development of a sense of empowerment.

Persons, C.
Kern High School District - Ridgeview High School
Sandia

FemSTEM Friends-Increasing Female STEM College Majors Via a Two-Year Mentoring Program
Drew-Marie, a college freshman majoring in STEM, arrives at the campus lab for the first time. She takes a deep breath, enters, and sets up her equipment as class begins. The professor calls the class to order. Raising her eyes to scan the room, she is shocked to realize she is one of only four female students in a lab of twenty-five. Outnumbered, and feeling the outcast, she wonders if she made a mistake. Will Drew-Marie remain a STEM major? The national trend for the last thirty years tells us, likely, she will not. Based on Deci and Ryan's (1975) Self-Determination Theory (SDT), we know when female students do not achieve Competence, Relatedness, and Autonomy within SDT in selecting a career, they will choose a lesser option where all three needs are met. There is evidence in high school of academic achievement (Competence) and social acceptance (Relatedness) for female students. But, absent female role models (Autonomy), women choose a different major. The result: male students outnumber female students by a 3:1 ratio in STEM-related college majors. What could change for Drew-Marie if she had a female STEM mentor? FemSTEM Friends is a mentoring program created to facilitate the transition from high school to college STEM-related majors. Based on Kram's (1983) Four Stages of Mentoring, FemSTEM Friends matches female high school juniors in advanced STEM coursework with local female STEM professionals in a two-year mentoring program. The outcome: Drew-Marie has the resilience through mentoring to persevere and graduate in STEM.

Hernandez, L.
Texas Tech University
Spirit

What's in a Name? CoAMP is a College of Architecture Mentoring Program at TTU El Paso
COAMP (College of Architecture Mentoring Program) is a collaboration that amplifies students' knowledge, passion and rapport in the world of architecture. It is a privilege to experience the opening of a window into young people's inquisitive minds, which is exactly what the author has been doing since founding COAMP for Texas Tech University El Paso in 2014. COAMP has shown the community what the author already knew- that youth are ready to tackle grand challenges. The sole purpose of COAMP is to provide students with opportunities through mentoring. COAMP accomplishes this through three platforms. The first platform, COAMP 2+2, is part of a Hispanic-Serving Institutions - Science, Technology, Engineering or Math (HSI-STEM) grant, and aims to mentor community college students who are seeking transfer to our bachelor-track program. The second platform, COAMP Architecture Academy, partners Texas Tech University College of Architecture El Paso students with middle school and high school students during our annual summer camp. And finally, COAMP AIA (American Institute of Architects) helps architecture students develop beneficial relationships with both fellow students and professionals through a Saturday Workshop Series and community projects that are noted below. These interactions serve to teach the value of networking. A number of their previous graduates who demonstrated high achievement in design were rewarded with a valuable internship. They have experienced that mentoring has introduced exceptional student outcomes.

Leake, C., Breyfogle, L., Marosi, K., & Rodriguez, R.
Bucknell University
Scholars

A Network Partnering Model to Successfully Recruit and Retain Underrepresented Students
In an institutional effort to enhance diversity and inclusion, one university adopted a network partnering approach, across offices and divisions, which seeks to improve both the recruitment and retention of underrepresented populations at a predominantly white institution. This session will: 1) describe the network, which includes units such as Admissions, College of Engineering, College of Arts & Sciences, Associate Provost for Diversity, and Intercultural Equity & Advocacy; 2) briefly highlight the programs used to recruit, enroll and retain underrepresented students; and 3) demonstrate the benefits of this model. The programs highlighted here include: Together Everyone Achieves More (T.E.A.M.), a peer mentoring program; Engineering Success Alliance (ESA), an academic/professional success initiative; STEM Scholars, a summer research immersive experience; GenFirst!@BU, a first-generation mentoring initiative; Bucknell Community College Scholars Program (BCCSP), a strategy designed to ease the transition for selected transfer students; and Posse Scholars, a cohort-based support model. These six programs utilize myriad strategies (structural, emotional, instrumental, informational, and appraisal support) to assist students in both achieving academic success and in fostering community. These collaborations serve to benefit students while meeting broader institutional diversity and inclusion goals. After several years engaged in this network partnering approach, retention of underrepresented students is improving, particularly in STEM fields. This network partnering approach has also strengthened and enhanced synergistic collaborations, maximized resources, and generated more effective programming across the units.

Triplett, K. & Moore, R.
Tennessee State University
Amigo

E-Mentoring & Advising within an HBCU: A Click Away
In this paper, the authors' explored and compared the strengths and weaknesses of an electronic based mentoring and advising system with a traditional face-to-face approach. This study included both undergraduate and graduate students across multiple majors at an Historically Black Colleges and Universities (HBCU) in a southeastern state. The authors posit that mentoring, advising, and academic engagement strategies are relevant to student retention within HBCU. They identified e-Mentoring and Advising as a major pathway to developing lasting relationships and fostering a more effective direction for our culturally diverse students at this HBCU.

Wolbert, S.
Edinboro University of Pennsylvania
Mirage

It's all Greek to me: Establishing Effective Faculty Mentoring Programs

The term "mentor" has long roots. In the ancient tale of Homer's Odyssey, the character of Mentor played a pivotal role in the journey of Telemachus, Odysseus's son. At times, he counseled and guided Telemachus, providing solid advice and showing him the way to solve problems. At other times, rather than giving too many easy answers, Mentor told the young man to act according to his own convictions and encouraged Telemachus to grow through self-reliance. Mentor struck a delicate balance in his technique, ensuring that he neither stifled Telemachus' growth with too much coddling nor failed Telemachus by not providing enough support. Is your university following the same example as a wise advice-giver to faculty? Are faculty provided the opportunity and support they need to learn the ropes and thrive or are they in survival mode? Charged with establishing a new mentoring program on campus, the director for the newly founded Center for Faculty Excellence (CFE) turned to research on effective practices to lay the foundation and begin implementation of an evolving faculty-mentoring program. While the perils facing faculty may not be Cyclops, Charybdis or Poseidon a mentor's help and guidance as faculty traverse teaching, scholarship and service while they work toward tenure and promotion is beneficial. Keywords: mentoring, faculty development, Faculty Mentoring Program (FMP)

Concurrent Session | 10:00 am - 10:45 am

Devlahovich, V. & Buriel, J.
College of the Canyons
Santa Ana B

It Takes a Barrio (ITaB): Mentoring Latino High School Students into Higher Education

It Takes a Barrio (ITaB) is a program for minority high school students supported by the National Education Association Great Public Schools grant that utilizes elder and peer mentoring as key program components. During the first year in 2014-2015, ITaB hosted a cohort of students (N = 20) who began the program with little intent to enroll in higher education (n = 4) and ended the school year with a significant increase in college enrollment (n = 19). Mentors assist participants in learning and meeting college requirements, pathways to financial aid, student networking relationships, exposure to college campuses, counseling, career planning, community service, social justice, and cultural experiences. ITaB uses partnerships with the local community college, College of the Canyons (COC), and four-year universities such as California State University, Northridge (CSUN) to familiarize historically disenfranchised Latino high school students with higher education and introduces them into leadership roles with college clubs, for example, the League of United Latin American Citizens (LULAC) and the Association of Latino American Students (ALAS). ITaB's methodology for fostering mentoring relationships has been shown to significantly increase minority high school student ($p < .05$) enrollment in higher education and student engagement in school. ITaB's success has led to other high schools requesting the program be initiated at their sites, and that is what is currently being planned. The second ITaB cohort utilized a new and more robust quantitative and qualitative student survey instrument that shows interesting new data trends, which is incorporated into this research study.

West, J., Swanson, K., & Carr, S.
Mercer University
Acoma B

Cognitive Apprenticeship as a Model for the Role of Coaching in a Doctoral Program

This paper focuses on our work utilizing the model of cognitive apprenticeship (Collins, 2006; Collins, Brown, & Holum, 1991; Collins, Brown, & Newman, 1989) to understand the role of coaching in the transformative learning of doctoral students. Many doctoral students are not confident writers, and some even struggle with the shift to scholarly academic writing that is required at this educational level, particularly in dissertation writing (Leichty, Schull, & Liao, 2009). Cognitive apprenticeship provides a way to understand that development, both for the students and for faculty members who work with them. Like apprenticeship in traditional trades such as woodworking or baking, cognitive apprenticeship involves the apprentices' learning under the close supervision of expert mentors, gradually gaining independence, working through problems, and building their own expertise. In cognitive apprenticeship, the learning is internal, mental work; therefore, faculty mentors must intentionally design experiences to make their internal academic work visible. Mentors must provide progressive levels of autonomous practice at the skills required for success. In cognitive apprenticeship, this practice and support take the forms of modeling; coaching; scaffolding; articulating and reflecting; and transferring and exploring. We have come to understand that it is the coaching, in particular, that often creates what Mezirow (1991; 2006) called a disorienting dilemma that can ultimately lead to significant growth for the learner.

Augustine-Shaw, D.
Kansas State University
Luminaria

Mentoring School Principals: Defining Effective Components and Relationships

New school principals must develop important strategies to survive their first-year of practice. As new principals take the helm, they need support from experienced mentors who understand context and approaches that cultivate insight into serving a local school community. Mentors assist new leaders in identifying solutions in-tune with their individual leadership style, respond to stakeholder expectations, and the demands of the position. Mentoring programs make a difference when intense learning occurs and allow novice principals to refine skills and understand multidimensional decision-making. The Kansas Educational Leadership Institute (KELI) is a state-wide mentoring and induction program developed by Kansas practitioners that serves new principals as they bridge theory to practice. KELI has defined program requirements important to successful mentoring and induction for new principals. The model provides on-site, face-to-face mentoring delivered by trained Kansas principals. New principals receive monthly checklists and benefit from regional/state networking. Mentors develop a confidential and reflective environment that enables new principals to apply knowledge, examine personal beliefs, and consider daily interactions that positively impact the school environment. In 2-years of program data, 100% of mentees agreed that KELI support was helpful to them as a beginning leader and would recommend it to others. 100% of mentors reported that visiting the new leader on-site was essential to quality support. All mentors agreed that they grew professionally. KELI maintains a focus on building capacity and provides evidence of effective components and relationships that help new principals embrace their position with confidence.

Lee, S., & Ray, B.
Dallas Baptist University
Alumni

Feedback as the Cornerstone for Mentoring and Coaching Doctoral Students

A key element of mentoring is the ability to give constructive and meaningful feedback. Many individuals resist feedback for a variety of reasons: it is difficult to hear, the feedback is not given appropriately, or the feedback does not help a person move forward. Since feedback is essential to the dissertation writing process, the ability to give and receive feedback is crucial to the eventual success of doctoral students. Results of an exploratory study documenting the perceptions of a cohort of doctoral students based on their experiences with critical conversations and feedback during their Ed.D. program will be shared. Twenty doctoral students answered survey questions and responded to structured interview questions related to their experiences during the program. The session will also include a case study of a doctoral graduate's personal journey of mentoring and critical feedback demonstrating of the value of a developmental relationship in degree completion.

Carey, G., & Duffy, M.
Florida Atlantic University
Isleta

Mentoring as a System of Support for Students with Intellectual Disabilities in College

It has long been known that mentoring is a successful strategy for providing support to students with disabilities in educational settings. Mentoring is one of the most natural supports that can be provided in an educational environment. Students and staff have always provided support for each other; mentoring is the same premise with the added benefit of training and structure. The same is true in regards to students with developmental disabilities. Individuals with developmental disabilities have historically been excluded from college and university opportunities. With the recent national push to include individuals with developmental disabilities in meaningful and productive college programs; supports are necessary to assist students with assimilation into the campus community. Various modes of mentoring have been implemented to support students in the Academy for Community Inclusion. Mentors and mentees participate in academic and social events both on and off campus. Mentors include undergraduate students, Honor's College students, job coaches, as well as university faculty and staff members. Are you wondering what comes next? We plan to have our college students with developmental disabilities engage as tutors for school age students with and without disabilities. A continuum of mentoring in special education!

Viswanathan, N. K.
Farmingdale State College-State University of New York
Fiesta A

Peer-to-Peer Mentorship: Building Intercultural Competencies of College Students

Building intercultural competence of college students has been an important educational objective for international business educators. Drawing from social learning theory, we explore how peer-to-peer mentoring can develop intercultural competence of American and international college students. Through a pilot program, this study has three primary objectives. First, theoretically, we aim to identify the factors contributing to successful peer to peer mentoring relationships. Second, we explore the impac

t of peer mentorship on the cognitive process of intercultural learning. Third, to build a sustainable program for long-term implementation, we aim to establish a reliable tool to assess the outcomes of students learning and intercultural competence for both American and international students. The pilot study paired ten American students with ten International students based on answers to a questionnaire. Each student in the pair served as a peer to peer mentor and serves in both mentor and mentee roles. The peer pairs formally met with each other at least three times during the semester, and met informally on a continuous basis. At the end of the pilot study in May 2016 an assessment of intercultural competence was carried out. This study extends the understanding of social and cultural learning through peer mentorship, and suggests ways to foster intercultural learning between domestic and international students.

May, K. & Berenato, M.
Widener University & Neumann University
Fiesta B

Coaching Nursing Students to Success

A peer-coaching model was used to facilitate learning and strengthen teaching skills in senior and sophomore baccalaureate nursing students. The nursing and educational literature suggest that coaching improves student engagement and produces deeper processing of course content and improved learning outcomes. Second semester senior nursing students enrolled in a Community Health course were required to attend a sophomore skills lab to reinforce teaching of basic skills such as; blood pressure, pulse, and respiration assessment skills with the supervision of faculty. The collaboration of the groups provided senior students the opportunity to practice leadership and coaching skills essential to professional nursing practice. Sophomore students were provided with reinforcement of basic nursing skills and the opportunity to engage in a co-learning environment. This activity created a diverse learning environment for students from various backgrounds to share their unique learning experiences and support the success of each other.

Case, V. & Martinez, M.
Escuela Superior Politécnica del Litoral-Guayaquil, Ecuador
Acoma A

An Unexpected Consequence—Mentoring the Next Generation of Scientists in Ecuador

Building on prior site-specific research, this case study explores the impact of mentoring on college students in Guayaquil, Ecuador through Semillero, a five-week summer program that is offered to the community's youth (ages 5-14). By participating as mentors, 36 college students have learned important life and professional lessons concerning their involvement in their community and the power they have in influencing the next generation of scientists, mathematicians and engineers. The fundamental objective of the Semillero is to foster a positive attitude of new generations towards the natural sciences, engineering and mathematics through experimentation and play. As part of their graduation requirements, ESPOL (Escuela Superior Politecnica del Litoral) students must complete 160 hours of service learning; many students choose to participate in Semillero, to fulfill some of these hours, and/or because they are interested in its concept. Mentors work closely with experienced professors during the five weeks to support them in teaching the younger students. Through an analysis of observations, surveys, and formal written reports by Semillero's college students, researchers gain insight into the motivations for participation, experiences during the program, and the impact of the program on its mentors. In addition, researchers develop a better understanding of how to recruit college students, how to better prepare them for the mentoring experience, and why it is necessary to have more comprehensive collaboration activities in advance of student participation.

Pearson, M.
California Baptist University
Sandia

Natural, Holistic Mentoring—Best Practices

When a mentoring culture is established, mentoring relationships develop naturally. The practical, purposeful relationship of the mentors and mentees creates a natural holistic mentoring situation. The two types of mentoring relationships examined in this study are mentoring relationships between fulltime faculty and professionals seeking to serve as adjunct faculty members and relationships between student interns and faculty. Both groups of mentoring relationships developed with a common purpose. The purpose was to advance employment opportunities for the mentees. Surveys and interviews were conducted to establish effective practices for natural, holistic mentoring relationships. The first category of mentees consists of seven public relations and marketing professionals who wanted to become adjunct professors in public relations, a field they worked in, and were educated in. A mentoring relationship was established between fulltime faculty members and the professionals as they worked to meet the challenges of obtaining and teaching a college level course in their area of expertise at the university level. The second category was comprised of student interns who participated in a collaborative project with California Baptist University Online and Professional Studies and the Riverside Downtown Partnership. This student group included 23 students who participated in paid and unpaid internships. The students were supported with an intricate support system in the form of in person and online mentoring relationships. Interview transcripts were analyzed to create best practices for both categories of internships. A holistic, natural approach to mentoring emerged. Data and best practices for future projects were established through this study.

Young, K. & Johnson, J.
North Carolina State University
Spirit

Using a New Multidisciplinary T.E.A.M. Mentoring Approach to Foster Student Success

Many at-risk students the authors have worked with were unwilling to ask for help and experienced devastating academic consequences before acknowledging that they needed help. When the authors initially encountered these students due to an academic crisis, none of them were actively engaged with a mentor. An administrator responding to a request for an academic exception to policy may be the student's first professional mentor, helping to identify patterns of ineffective behavior/significant challenges to academic success and guiding students towards campus resources. Using a multidisciplinary T.E.A.M. mentoring approach, the authors help students recognize their Talent, Explore academic options, increase their self-Awareness, and Mediate the support team. Each team consists of three to five mentors from different facets of campus. The team develops students' skills and helps them bridge gaps in their ability to self-advocate. The approach is grounded in Sanford's (1966) theory of challenge and support, Vygotsky's (1978) notion of the zone of proximal development, Gitterman and Germaine's (2008) life model of social work practice, and Bloom, Hutson, and He's (2008) model of Appreciative Advising. In this session, the authors will describe how student buy-in to the T.E.A.M. approach is obtained, how an individualized student support team is constructed, and how communication is maintained among the team through a central accountability mentor. By the session's conclusion, participants will be able to: describe factors that lead to academic distress, identify campus resources for student support, integrate campus partners into student interventions, and reaffirm students' strengths and purpose for getting a degree.

Mayer, L. & Roscello, A.
Bergen Community College
Scholars

Formalized Long Term Mentoring Through the Tenure Process

In 2013 Bergen Community College (BCC) initiated a new tenure process for new and untenured faculty. A systematic, meaningful mentoring relationship was a priority for the newer faculty. Mentoring was formalized as group mentoring in the first year and choosing a permanent mentor at the end of the first year. The permanent mentor stays with their new faculty member for the duration of their tenure process, four more years. Mentors formally commit themselves to the new faculty member and the time requirement. Throughout the process, the mentoring relationship is monitored for its development, as the mentor should emerge as the new faculty member's advocate and guide. The faculty development chair ensures the mentors meet the meeting requirements and are properly compensated for their time. At BCC, faculty mentors are relieved of 14 hours of student advising in exchange for mentoring. To qualify as a mentor, faculty must be tenured and have received at least one promotion. New faculty members are encouraged to choose mentors from outside of their discipline so there is a reduced possibility of mentors acting as gurus. Pairs are approved by the chair of faculty development. The mentor parings pairings are carefully considered for this long term relationship.

Gute, D. & Gute, G.
University of Northern Iowa
Amigo

Coaching Flow: A Model for Maximizing Focus, Feedback, and Challenge/Skill Balance In Developmental Networks

This paper establishes an argument for flow (Csikszentmihalyi, 2008) as a framework for designing and evaluating developmental relationships in academic and organizational settings. Flow is an all-consuming state of engagement achieved when challenge and skill are balanced; self-consciousness, time-consciousness, and distractions disappear; and people do their best and feel their best. Flow forms a comprehensive theoretical basis for understanding how people invest intense concentration and effort to achieve clearly-defined, challenging goals. Schools and workplaces often shun challenge-seeking. Instead, fear of failure infuses many organizations not with flow, but anxiety, boredom, and wasted human potential. A growing body of research (Csikszentmihalyi, 2003; Shernof et al., 2014; Wesson & Boniwell, 2007) is establishing flow's utility beyond a means for describing an individual phenomenon to an inter-individual framework that is developmental and self-perpetuating. The session will present a model for fostering flow in environments and coaching relationships by nurturing both challenge and support to help mentees control attention, manage complexity, and deepen enjoyment of their work. It will review relevant literature on flow research and programming, describe a training and assessment model for academic coaches based on the preconditions and dimensions of flow, and briefly discuss the award-winning serious gaming application FLIGBY (Flow is Good Business). FLIGBY is used in higher education, business, and non-profits to develop leaders who nurture flow.

Floyd, S.
Cardinal Stritch University
Mirage

Using an LMS for Online Orientation

Research supports that mentoring is still critical to professional development and workplace satisfaction. However, changes in the higher education landscape necessitate a change in how mentoring begins and is set up. This paper will address the importance of beginning a new faculty members' experiences with an orientation that starts developmental relationships. With increasing numbers of adjuncts, online, and offsite campuses at universities, these orientation programs can be offered online through a university's Learning Management System (LMS). Adjuncts' sense of isolation and needs are often different from full-time faculty. While online orientation has been studied in the business world (Whiting and Janasz, 2004), this presentation will describe the components of such a program within Academe, the benefits to developing relationships for the new faculty member within the school's structure, and the current challenges within a new program testing this model. Additionally, it will demonstrate possible content, assignments, and assessment methods, using a new program at a mid-size university in the mid-west.

Keynote Session | 11:00 AM – 11:45 AM | Ballrooms A-B

Wendy Murphy
Babson College

Developmental Networks: Learning from Mentors, Coaches, and Peers

The nature of careers has dramatically changed with increasing job mobility, globalization, and technological innovation. In response, the scholarship of mentoring has broadened its scope from a traditional dyadic perspective to a developmental network. A developmental network is defined as a set of people who take an active interest in and action toward advancing an individual's career. Developers may come from within the organization or outside the workplace, and offer varying amounts of career, psychosocial, and role modeling support, or just one function. At their heart, these relationships are about learning and growth—whether you work with college students or seasoned professionals. Continuous learning is critical to success in the knowledge economy, making it imperative for leaders and organizations to foster developmental networks. Research concerning developmental networks offers compelling evidence that a network of relationships enables more success than a single mentoring relationship. During this session, we will discuss how to frame traditional mentoring relationships within the context of developmental networks. This presentation draws on Strategic Relationships at Work: Creating your Circle of Mentors, Sponsors, and Peers for Success in Business and Life (McGraw-Hill, 2014), where the presenter (first author) and Kathy Kram explain how to apply scholarly insights to the practice of mentoring. Attendees will learn ideas and tools to identify, map, and assess developmental networks.

PlenarySession | 1:00 PM – 1:45 PM | Ballrooms A-B

Jean Rhodes
University of Massachusetts-Boston

A New Approach to Cultivate Mentoring Relationships

Mentoring relationships have emerged as a key factor in the educational attainment and academic success of underrepresented college students, yet data indicate that such students are less likely to form these vital connections during college. To redress this problem, have been working to actively support students in cultivating networks of caring adults, rather than a single mentoring relationship. In this talk, I will describe a new approach to cultivating mentoring relationships that empowers students to more effectively connect with professors, academic staff, and the other caring adults in their social networks. Unlike traditional mentoring programs, which have focused primarily on developing relationships by assigning formal mentors to youth, this intervention focuses on training students so that they can identify, recruit, and draw on adults whom they believe might be helpful in providing support and advancing their academic and career goals. Within this context, I will provide an overview of current research on the effectiveness of youth mentoring programs, highlights of recent research, and evidence-based approaches to mentor-youth. I will also discuss the theoretical and empirical rationale for innovative new approaches to mentoring, including youth-initiated and intentional approaches to connecting youth with the caring adults in their extended families, schools, and communities.

Concurrent Session | 2:00 PM- 2:45 PM

Tapia, C.
California State University-San Marcos
Santa Ana A

Mentoring for Diversity: International Students at U.S. Universities & their Mentors

Teachers of English Language Learners at the university-level must provide their students with essential U.S. classroom cultural information which delves beyond traditional expectations of the academic needs of this target group. Intensive English Program administrators have begun to study in more depth segments of international students who may feel excluded from the campus community at large. One way the American Language & Culture Institute (ALCI) at CSU San Marcos addresses this challenge is to offer a variety of mentoring programs to international students. These programs have evolved organically and uniquely for each session since their debut in 2014. This presentation focuses on how the original ALCI mentorship program evolved through each subsequent semester to accommodate, in varying degrees, the social and academic needs of international students at various stages of English-language proficiency and higher academic experience. In addition, differentiation of these mentorship programs led to the identification of separate groups of mentors displaying their own distinct skills and needs. The flexibility required to best serve each successive program has required mentorship program coordinators to seek the best social, administrative, and academic solutions for all sessions. Such initiatives have resulted in new approaches to mentorship, based on research-based methods, as well as post-program satisfaction surveys for both mentors and mentees. The presenters will also discuss ongoing efforts to ensure ALCI mentorship programs are a win-win experience for all participants, with a focus on lessons learned and suggestions for best practices when working with diverse individuals.

King, P.
New York City College of Technology
Santa Ana B

The Solar Decathlon: Mentoring a Diverse Urban Population of over 40 Nationalities

This presentation focuses on the unique mentoring experience of an ethnically diverse group of under-served students representing over 40 different nationalities from an urban public undergraduate institution, who commuted on a daily basis to their Brooklyn campus. This unique set of circumstances was simultaneously our greatest source of challenges and strengths. This seminal experience has redirected student careers, opened up new opportunities and has armed our students with the knowledge that when they apply themselves, they will succeed. Through a competition sponsored by the US Department of Energy (DOE), CityTech was one of 18 architecture programs participating in the DOE's bi-annual Solar Decathlon Competition, which challenged us to design and build a net-zero home, one in which the homes energy needs were met by a vertical solar powered array mounted on the south facade. Named DURA (Durable, Urban Resilient and Adaptable) our design responded to the impact of 2012's Superstorm Sandy which flooded NYC taking large parts of the city off the grid. A unique urban solution, our entry calls for the construction of a 4-story building of four to eight independent apartment units. The pairing of an informal mentoring experience with the project based learning environment of an active competition provided our students with a unique and rich learning experience. When learning is directly connected to a physical experience, where students manipulate building materials with tools and begin to understand how materials behave a new level of understanding is possible and true knowledge is gained.

Overby, C., Jensen, K., & Howell, A.
Everett Community College
Acoma B

The PROPELS Revolution and Evolution: Peer Mentoring for Retention and Leadership Development

In this paper, we describe how we used best practices of peer mentoring and student leadership in order to help students from underserved populations retain, progress, and complete their community college potential and move on to high-wage employment. Students enrolled in "Transitional Studies" classes at Everett Community College are either non-native speakers of English and/or students who do not have a high school credential. While the intention of the instruction is that students will improve these skills and gain these credentials, the data indicates that only 9% of students transition to college-level classes. A promising intervention for these students, called the PROPELS student mentoring program, was introduced. PROPELS, which stands for Peers Reaching Out to Promote Education and Learning Success, provides additional support for students with achieving academic and personal goals. PROPELS incorporates the Servant Leadership Theory (Greenleaf, 1970) and Kolb's Theory of Experiential Learning (Kolb, 1984) as frameworks. In addition, its activities are designed based on social justice and modeling role plays. PROPELS has also been a nimble player in other student retention strategies. The paper also covers data on how the program has helped with just-in-time solutions for new international students and peer academic advising. For example, since January 2014 to May 2016, PROPELS has served over 125 students. Out of the 125 students PROPELS has a graduation success rate of 83%. The paper concluded with the vision and plans for PROPELS for the next two years and five years including benchmarks in student service and expansion.

Williams, S. & Harvey, M.
University of New Mexico
Luminaria

Impact of Developmental Networks on Careers and Wellbeing of Non-Native and Native Leaders

Notable gaps in the research on developmental networks have been identified by Dobrow, Chandler, Murphy and Kram (2012). This paper addresses a gap in existing research by examining the role that non-Native urban cultures and Native American rural cultures play in influencing network structure and content. Using Kegan's constructive-developmental theory (2000) and Mezirow's transformative learning theory (2000), the study explored how developmental networks impact aspiring school leaders' career aspirations and confidence in ways of knowing and making sense of their experiences. The study focused on the initiation of developmental relationships among Native American and non-Native American graduate students enrolled in two educational leadership programs at a large university in the American southwest. The study sample included 22 aspiring school leaders enrolled in restricted and closed cohorts; one cohort was composed of 12 Native American students who worked in tribal or predominately Native-serving schools and the other composed of 10 students who worked in a large urban school district. Data was collected using Murphy and Kram's developmental network map (2014), addressing "mutuality" in developmental networks and support for career aspirations and psychosocial wellbeing (Dobrow et al., 2012, p. 3). Data was analyzed using thematic analysis of student reflections on the benefits and drawbacks of developmental networks in supporting their future leadership careers in Native rural and diverse urban school contexts. Finally, Guskey's evaluation model (2000) was used to explore how cultural contexts influence aspiring school leaders' network structure and actions in maintaining/or expanding network support.

Krueger, K., & Law III, W. V.
Lighthouse Educator Development
Alumni

Teachers: The Engine of Social Change

The job of teacher no longer carries value in America and is shown in the way teachers are treated like robots in a factory. The sole purpose of teachers can no longer be to deliver content. It must include the development of character and value in students. America has serious social problems like race relations, poverty, crime, and unemployment. The solution to these problems are located in every classroom if we mentor teachers on how to develop value for themselves. Teachers can reestablish the value of the teaching craft by developing themselves as people. To develop character and value in students a teacher must develop character and value within themselves. We will present the value of personal development for teachers and on students. According to the 2015 Gallup Student Poll only 39% of the students (5th-12th grades) surveyed said the adults at their school care about them and only 33% said they have a mentor who encourages their development. This is unacceptable and shows a lack of personal value in education. In order to bring that value back to students we must bring value back to teachers. If teachers do not value themselves they will not be able to value students and certainly will not be able to help students value themselves. Strong mentoring for teachers will help them become the mentors our students need.

Gut, D., Beam, P., & Trube, B.
Ohio University
Isleta

Design Team VII: A Model of Collaborative Mentorship

The purpose of this paper is to share stories about the creation, formation, development, and sustainability of a collaborative mentoring team, and the potential development of teams similar to "Design Team VII." We describe the team's evolution through the fluid stages of our Developmental Model of Collaborative Mentorship and exemplify--"the power of mentoring and coaching." A sociocultural framework underlies team members' relational agency and collaborative mentorship. It is manifest throughout members' engagement, interaction, and discourse within various aesthetic, intellectual, physical and social contexts. We introduce Design Team VII's working Developmental Model of Collaborative Mentorship and expound upon the power of agency and collaborative mentorships to conceptualize, create, develop, and sustain the work of a design team. Finally, we highlight the value of creativity, humor, and play in the formation of such a team.

Herremans, I., & Donohue, F.
Haskayne School of Business & University of Calgary
Fiesta A

Achieving Mentorship Objectives: The Role of the Theory of Planned Behavior and Personality

This research investigates achievement of mentorship program objectives by coupling the theory of planned behavior with a personality characteristics approach. Even though all mentorship programs are designed to fulfill their designated objectives, the extent to which their objectives are achieved is often not fully known, or not approached through a theoretical lens. This research contributes to the field of mentoring by using a theoretical model, the theory of planned behavior, to methodically determine relationships between certain inputs and outputs. The theory suggests that attitudes, norms, and behavioral controls predict intentions, which in turn, predict behavior. Unique to mentorship research, we use personality characteristics to investigate if they are associated with meeting the mentees' expectations, and thus achieving the objectives of the mentorship program. The Haskayne School of Business (HSB) Mentorship Program offered under the Canadian Centre for Advanced Leadership (CCAL) is the setting for this research. Data were collected through survey instruments developed by the research team and the HEXACO personality characteristics instrument. Our analysis consisted of regression equations along with tests for mediation of the intermediate variables. We found that the model of the theory of planned behaviour that was adapted to the mentorship program was useful in predicting good mentoring pairs, and therefore met mentees' expectations. Certain personality characteristics of mentors were also significant in determining a good match.

Jadalla, A., & Ketola, J.
California State University-Long Beach
Fiesta B

Implementing a Peer To Peer Faculty Mentoring Program Based on Caring Model in Nursing

Using findings from a faculty survey and a mentoring model from the literature; two faculty members in the School of Nursing at California State University Long Beach implemented a mentoring program for a cohort of four probationary faculty. The program two main objectives are to a) create a caring environment which supports faculty on their tenure journey and encourages cohesion b) and to explore the applicability of the Caring Mentorship Model (CMM) (Wagner & Seymour, 2007) in the implementation of the program. A key feature of CMM is that it applies the essence of caring as defined by Mayeroff (1971) which allows another person to grow in an environment of self-knowledge, honesty and trust. Three phases emerged during our application of the model. Phase I focused on creating and nurturing bonding and the reciprocal relationship between the participants while responding to the immediate needs of the mentees regarding the requirements of a tenure track position. Phase II focused on providing structured, deliberate content by the mentors based on mentees' self-identified needs but also on what the coordinators recognized as important to gaining tenure. Phase III focused on restructuring the mentoring meetings into group writing sessions that offered expert information targeting academic writing and publications. This presentation will provide a description of how CMM facilitated a successful transition into a structured process that allowed both mentees and mentors to contribute and grow mutually and simultaneously.

Simeon, T.
Northeastern Illinois University
Acoma A

The Student Center for Science Engagement (SCSE): An Urban Hispanic Serving Institution Model of Achievement for STEM Undergraduate Recruitment and Retention

The Student Center for Science Engagement (SCSE) at Northeastern Illinois University (NEIU), a Hispanic Serving Institution (HSI), was established in 2008 with the mission to support students majoring in science, technology, engineering and mathematics STEM disciplines with the challenges they face in their academic and career development. Mentoring relationships, critical components of the SCSE's influence, are fostered by the SCSE's advisors, mostly Ph.D.-level minority scientists. Accessibility to STEM professionals who reflect the student population has allowed students to envision themselves as scientists. SCSE advisors have systematically implemented holistic advising, including but not limited to major and career exploration, research experience and fellowship identification, internship and graduate school application assistance, cover letter and resume advice, as well as student professional development workshops focused on building social capital. Furthermore, with the aim of improving student recruitment into STEM majors, advisors have visited over 300 introductory and first-year STEM courses. Course visits have had a significant impact on developing mentoring relationships and addressing the needs of students beyond academics alone. The effectiveness of the SCSE's support for approximately 200 students in undergraduate summer research projects with NEIU's STEM faculty will also be highlighted A result of student participation in undergraduate research is an increase in the number of students pursuing graduate studies, or science-related careers. The SCSE's effectiveness in recruitment and retention, the success of mentoring, and achievements of students as a result of mentoring will be discussed.

Caruso, C., & Vakharia, K.
Pennsylvania State University
Sandia

Medical Student Service Learning Program Teaches Secondary Students about Career Opportunities in Health and Medical Fields

Engagement of academic medical centers in community outreach provides the public with a better understanding of basic terms and concepts used in biomedical sciences and increases awareness of important health information. Medical students at one academic medical center initiated an educational outreach program, called PULSE, that targets secondary students to foster their interest in healthcare and medicine. High school student participants are engaged in a semester-long course that relies upon interactive lectures, problem-based learning sessions, mentoring relationships with medical students, and opportunities for shadowing healthcare providers. To date, the curriculum has been offered for 7 consecutive years. To determine the impact that participation in the curriculum has had on college/career choices and to identify areas for improvement, an electronic questionnaire was sent to former participants. Based upon a 32% response rate, 81% of former participants indicated that participation in the course influenced their decision to pursue a medical/science-related career. More than half (67%) of respondents indicated intent to pursue a MD/PhD or other post graduate degree. Based upon responses obtained, additional opportunities to incorporate laboratory-based research and simulation sessions should be explored. In addition, a more formalized mentoring component has been added to the course to enhance communication between medical students and mentees. Health/medicine-related educational outreach programs targeting high school students may serve as a pipeline to introduce or re-enforce career opportunities in healthcare and related sciences. Key words: Service learning, community education, underrepresented minority, mentoring, problem-based learning, case-based learning, career shadowing, pipeline program.

Prendella, K., & Canuel, A.
Sacred Heart University
Spirit

Bridging Class/Race Divisions: Efficacy of AMP's Media Literacy Curriculum

The Academic Mentoring Program at Sacred Heart University (Fairfield, CT) pairs undergraduate students with middle school students from a local public school. The overall goal of the program is to improve outcomes for underperforming students, specifically in the completion of secondary education. One college student and two middle school students meet twice a week over a three-year period (6th - 8th grades). The undergraduate mentors are almost exclusively white, middle- to upper-middle class, while the majority of the middle school mentees are students of color from working class families. Both mentors and mentees have expressed a desire to discuss critical issues of power, privilege, structural violence, and societal pressures as they relate to mentee development. However, the differing demographics of mentor and mentee groups present multiple challenges to program development and trust- and relationship-building (Sanchez & Colon 2005). In an effort to engage students in these discussions in a "safe space," in the 2015-2016 academic year program administrators introduced a pilot media literacy curriculum. The goal of this curriculum was to introduce a discussion about the power and influence of the mass media while also engaging salient media messages around privilege, stereotypes and representations of minority groups, and the pervasiveness of violence. It was theorized that if students could discuss these concepts through the lens of the media, it would provide a comfortable distance in the cross-race mentoring relationship. Through survey data from the mentors and mentees, the authors examine the effectiveness of the curriculum in achieving these goals.

Lien, C., & Walcheski, M.
Concordia University-Saint Paul
Scholars

Mentoring MBA Learners with Customized Professional Skills Development

The world of business is moving faster than its existing structures. Graduate academic business programming is increasingly vulnerable to obsolescence by merely offering traditional business courses. The Concordia St. Paul (CSP) MBA program employs a forward-looking mentoring program. This component is designed to promote the integration and application of theoretical and practical knowledge, as well as the skills and competencies necessary to the 21st century graduate business student. Upon completion of mentoring and academic components, graduates will command self-awareness and actualization of their own unique capacities. Students are guided to personalize, synthesize, and value the academic and mentoring experience in professional practice. Six times, across a two-year program of study, students meet with an assigned faculty mentor. Sessions include academic support, professional coaching, and personalized integration of academic and professional experiences. The first session focuses on a Professional Skills Assessment, which evaluates the student on 64 professional skills. Students work with their mentor to define needs and build an action plan based on those skills most central to their career development. Each subsequent semester, student and mentor review the action plan for effectiveness and positive change, recalibrating as necessary. Data we have collected thus far has shown that student awareness, confidence and utilization of professional skills has improved: Ninety-two percent of mentored graduates report broader, richer, and deeper business acumen in their professional settings.

Artrip, J.
Oak Ridge National Laboratory
Amigo

Mentor Effectiveness and Strategies to Increase Mentor Retention at Oak Ridge National Lab

The Oak Ridge National Laboratory (ORNL) formal mentoring program began in 2007 with a pilot group of 16 participants. The program was designed to boost employee engagement and increase networking opportunities. Largely as a result of the program's positive reputation, the 2016 cohort group included 62 participants, along with a waiting list for the 2017 program. Starting in 2015, ORNL's mentoring program coordinator implemented a number of new strategies to create increases in mentor retention. These strategies originated from feedback provided by mentors in the program. As a result of these strategic ideas, the program provided participant roundtables and offered greater structure through a complete mentoring guide and orientation. A review of the literature suggested that the effectiveness of a mentor was strongly correlated with the time and length of the mentor's experience. Data collected from surveys of participants were used to determine whether the experiences of participants in ORNL's mentoring program aligned with the concepts stated in the literature. Since the second year of the program in 2008, the ORNL mentoring program has increased its mentor retention rate from 7.69% to 61.29% in 2016. Surveys administered in 2015 showed that the protégés of returning mentors were more likely to perceive their mentors as having been effective. Furthermore, these protégés rated their overall experience in the mentoring program more positively, participating in more sponsored events. As a result of this study, ORNL will continue to focus efforts on the retention of effective mentors.

Rouse, J.
Elon University
Mirage

Enlisting Faculty and Staff to Support Campus Engagement and Belongingness

Quandaries in developing a mentoring program for first-year, first-generation and high-financial need students at a highly-selective, Predominately White Institution? This presentation details the journey of our Center for Access and Success in designing a quality mentoring program to support the holistic needs of this important demographic group. Explore our research process in designing a mentoring program that holistically supports their individual and collective needs. Specifically, the presentation will share: how we garnered faculty and professional staff support to serve as mentors, the details of our mentor training and monthly professional development, our student development programs, and student and mentor outcomes. The presentation will also share strategies for improvement and important questions your campus should consider before implementing a mentoring program for first year, first-generation and high financial need students.

Concurrent Session | 3:00 PM - 3:45 PM

Melideo, S.

Marymount University

Santa Ana A

Repeat After Me, "I AM A TEACHER": A 5 Year Review of Professoriate Peer Coaching Studies

While university teaching professors are experts in their chosen fields and a significant number are researchers as well, THEY-ARE-TEACHERS. Unless they had been formally trained to teach through a teacher education programs earlier in their careers, they might arrive at the university with a "packed teaching toolbox". Most universities have been offering professional development on topics such as engaging students, instructional delivery, and authentic assessments for ages. Yet many professors are seeking more. Peer coaching is not a novelty in the Kindergarten through twelfth grade educational arena, but at the university it is relatively novel. Over the past five years, I have been studying the effects of IRB approved peer coaching projects with the professoriate at a metropolitan area university. Participants agreed to read scholarly journal articles on the topic, attend peer coaching training sessions, learn varied instructional delivery and assessment methods, video tape themselves teaching, and engage in the whole peer coaching process from beginning to end with at least one peer coach. Extra care was taken to match peer coaches from different schools and departments across the department. In addition, supervisors were not paired with subordinates as peer coaching not evaluative in nature whatsoever. Over the course of five years, the number of participants grew annually and some fascinating results ensued. What should be my subsequent stride?

Trebian, P.

Cardinal Stritch University

Santa Ana B

Faculty Development Through a Developmental Relationship Process

There are many ways to view faculty development. This position paper contains content on faculty development that is between a program chair and adjunct faculty, "Faculty Development through a Developmental Relationship Process". Education leadership is needed to create an environment of self-determination, while building a respectful and trusting relationship between a mentor and a mentee. Deci, Connell, & Ryan (1989) state that self-determination ". . . means to experience a sense of choice in initiating and regulating one's own actions" (p. 580). Adjuncts and Full-Time Faculty, through mentoring, coaching, and developmental practices by program chairs, start to sense that they are in control of their actions (self-determination), ". . . while developing mutually respectful and trusting relationships" (Lumpkin, 2011, para. 2). Combining Deci's, et. al. (1989) definition of self-determination and Lumpkin's (2011) relationship building, the developmental relationship process may be seen as a process to define faculty control through guidance from the program chair, and allow faculty to grow and own quality and capability in the classroom. This definition of faculty development is a pre-defined process that is a part of a larger faculty lifecycle. Faculty Development will be shown in context of this larger faculty lifecycle that is the second paper in a four-part series for the Faculty Lifecycle.

Stephen, M.

Southern Illinois University-Edwardsville

Acoma B

Group Mentoring Middle School Robotics Teams: Lessons Learned from Four Case Studies

Coaching and mentoring student teams to participate in competitions present challenges such as balancing team dynamics with individual member's interests and strengths. These require strategies beyond those used when mentoring individuals. Mentors and their backgrounds influence not only the approaches used in working with a team, but also the team's cohesiveness and the self-efficacy of individual team members. This presentation focuses on mentoring strategies employed by four different types of mentors preparing middle school teams for a robotics competition. Researchers followed four teams from initial training through to the final robotics competition to create in-depth case studies of the teams and the team mentors. Data were collected through interviews, observations, document analysis, and videotaped sessions. The settings and mentors involved were 1) an all-girl team from a public school, mentored by two female teachers experienced in mentoring teams for STEM competitions; 2) an all-girl team from an all-girls private school, mentored by an experienced high school chemistry teacher with no prior experience with robotics; 3) a mixed gender team from an inner-city, mixed gender private school, mentored by a team of engineers; and 4) a mixed gender team from a public school, mentored by a first year science teacher with no prior experience with robotics or mentoring. In addition to describing each case, the presenter will share lessons learned from comparing the group mentoring approaches used in each setting.

Langen, Y.

Carleton University

Luminaria

Evolving the Alumni Mentorship Model in Higher Education

In the 2014-15 academic year, Carleton University piloted a new alumni-to-student and recent graduate mentorship program. Alumni Mentors was developed through a strategic partnership between the Carleton University Alumni Association and the Department of University Advancement. The program was designed to generate new avenues for relationship management and engagement by providing alumni with a unique opportunity to connect with one another and current students. For students and recent graduates participating as mentees, the program aimed to provide intentional career development opportunities and enhance employability by pairing them with an established industry leader from within their desired field. The program exceeded all stated goals and objectives in its inaugural year and was able to replicate that success in its second year.

Wong, P.

Berea College

Isleta

Impact of Mentees on Undergraduate Pre-Service Teachers' Decisions to Become K-12 Teacher

Deciding to become a K-12 public teacher is a complicated and daunting process particularly in today's politicized educational context. Undergraduates aspiring to become K-12 public school teachers are in a unique position. They are mentored by college/university professors in their education preparation programs, cooperating teachers in the K-12 schools and other educational professionals. They also serve as mentors to K-12 youth to gain additional experience and insight of the students they will be teaching. While peer mentoring programs between pre-service undergraduate teachers and K-12 youth are ubiquitous to college campuses, there is little literature on the impact of mentees on mentors who specifically aspire to be K-12 educators. Drawing from a developmental network perspective, this case study describes a pilot project in which first generation pre-service undergraduates mentored freshmen high school students who were potential first generation college attendees. Results from the case study's assessments suggested that the high school mentees provided their pre-service mentors unique insights about working with adolescents, particularly with respect to the social-emotional realm of adolescent development, the complexity of adolescent development, and the increasingly cultural diversity among adolescent school-aged youth that pre-service teachers could not as fully learn from their adult mentors (e.g., professors, cooperating teachers, etc.). Alternative mentoring arrangements beyond the traditional one mentor-mentee relationship might be more applicable for aspiring educators.

Marshall, K.

Legal Aid Ontario

Fiesta A

Lessons Learned from Mentorship Program to Improve Refugee Law Services in Ontario

This paper describes the context in which Legal Aid Ontario (LAO) took action to promote high quality refugee law services in order to safeguard the interests of this vulnerable client group. The Program pairs inexperienced lawyers and lawyers with identified, but remedial quality concerns, with experienced counsel for mentorship purposes. Lessons learned thus far include: the importance of developing supportive resources and objective criteria for evaluation of work, creating tools to manage expectations and negotiate conflict, and evaluating the impact of mentor relationships on the quality of service offered to LAO's refugee and immigration clients.

Robertson, A. R.

Lipscomb University

Fiesta B

HealthyU: Mentoring Blue Collar Employees at White Collar University

The HealthyU Worksite Wellness program was created to encourage health-enhancing behaviors among employees. As HealthyU has increased participation, a discrepancy was found in the participation of particular departments. The blue-collar service operations department (SOD), including groundskeepers, housekeepers, and maintenance employees, has a lower participant percentage than its white-collar department counterparts. Access to email, communication impediments, and lack of program detail knowledge were identified as potential barriers to SOD participation. A mentoring program composed of current HealthyU members partnering with SOD employees was conducted to increase departmental enrollment among SOD employees and improve engagement in long-term health-enhancing behaviors. Universities have been identified as ideal settings for worksite wellness programs (WWP's) because employees spend a lot of time on campus; established lines of communication and onsite fitness and health facilities exist; and there is an already established environment of education. Many studies on WWPs focus on increasing employee participation. Of particular interest are studies that differentiate the engagement of white-collar employees and blue-collar employees. HealthyU mentors were paired with up to three mentees, but met in one-on-one or one-on-two settings. Each mentor met with their mentee three to five times over five weeks. A health fair was held to gather biometric information: height, weight, waist/hip circumferences, and blood pressure. A follow-up health fair is planned to gather end-point data. Additionally primary care physician visits and engagement in health-enhancing behaviors can be tracked electronically.

Smallwood, M., & Sluder, J.

University of Texas - Dallas

Acoma A

Breaking Through the Stereotype: A Developmental Relationship Between Engineering and BCOM

Recent research shows that engineering professionals and engineering students need top-notch technical skills as well as strong soft skills in areas such as communication, teamwork, conflict management, and leadership (Adams, 2014). To keep pace with the increasingly global work environment and with the growing reliance on technology, engineers specifically need strong communication skills. In fall 2014, engineering professors at our university asked us, as business communication professors in the school of management, to provide communication training to their senior undergraduate biomedical and mechanical engineering students enrolled in a two-semester Capstone course. The engineering professors realized that their students needed more training, mentoring, and coaching on soft skills. For the last six semesters, we have developed and fine-tuned this communication training, reaching nearly 290 undergraduate engineering students. Initially, our training program discussed the importance of a strong team charter and helped students identify and manage team conflict. More recently, we have developed skits of common communication problems that students encounter as well as generated discussion about effective solutions. In addition, we coach team members and leaders on how to further enhance their communication skills.We would like to share information about this ongoing communication training program. We are excited to share with you how this program has enriched the communication expertise of our engineering students and how it has created a successful developmental relationship between engineering and business communication, breaking through the stereotype.

Zanetell, B.

University of New Mexico - Taos

Sandia

Mentoring for Minority Success in STEM and Natural Resource Management

At the frontline of climate change are natural resource management agencies that are losing employees to turnover and retirement. In Northern New Mexico, bridging this gap requires addressing the barriers of high poverty and low educational achievement while leveraging the deep connection to land, water, and mountains. In addition, increased average temperatures are linked to dying trees, mega wildfires, and reduced water quantity. The Northern New Mexico Climate Change Corps (CCC) was created, with funds from the USDA National Institute of Food and Agriculture, to address these environmental and educational challenges. Based at the University of New Mexico in Taos and New Mexico Highlands University, Las Vegas, the program serves first-generation, Hispanic students. Obstacles to degree completion and job placement were identified as: 1) financial insecurity, 2) lack of effective academic and career advising, 3) math anxiety and avoidance, 4) lack of role models, 5) lack of scientific experience, and 6) lack of job experience. In response, the CCC provided financial assistance, climate change literacy, and multidimensional mentoring including academic and career advising, math tutoring, and experiential education via internships. This mentoring was effective because it adhered to three key elements of mentoring for minority success in STEM: 1) early and continual intervention, 2) a sense of community, and 3) a strong support person. In two years, over half of the undergraduate members of the CCC attained a science degree and over one third gained full-time employment or student employee positions at the U.S. Forest Service.

Touzel, C. & Hernandez-Laroche, A.
University of South Carolina-Upstate
Spirit

On the Other Side of the Wall: Mentors, Prisons, and Existential Literature

While in an active and service learning course called "The Twin Ills of Terrorism and Torture," undergraduate students were given the opportunity to tutor Spartanburg County Jail inmates in their attempts to acquire a GED. However, when the semester ended I continued to volunteer at the jail with the Adult Education program; this experience has contributed in better understanding the prison-world that is pushed to the wayside and disregarded by society. The chance to also tour South Carolina prisons made more of an impact on me than I feel I am making on the system. I desire to further study and research programs and literature in order to improve the connections and interactions with inmates and prison institutions. After reading The Wall by Jean Paul Sartre, and The Just by Albert Camus, the power of existentialism examines the expectations and pressures of society on prisoners, which encourages mentors to think critically and un-biasedly in their work and surroundings. Examining other forms of literature, films, and terrorism and torture in the active classroom, mentors develop a deeper appreciation regarding the struggle of life. These lessons reinforce my aspiration to change the cycle and break the barriers that society's "deviants" are forced to live with. Working in conjunction with inmates as a tutor and mentor, I will encourage them to read various pieces of literature and make personal connections. Ultimately, I will witness their improvements in the core GED studies while creating a comradeship benefiting both the inmates and the mentor. Keywords: Service Learning, Education, Prison, Jail, Mentor, Tutor, Literature, Existentialism

Richmond, C.
University of New Mexico
Amigo

Use of Appreciative Inquiry to Develop CBP's Mentoring Program to Engage Employees

The new U.S. Customs and Border Protection (CBP) developmental relationship system of a CBP Mentoring Program utilizes an Appreciative Inquiry (AI) Model to build, lift, and empower CBP employees to navigate challenging career opportunities and to develop well-balanced work, professional, and personal lives. This presentation will describe how CBP developed its national mentoring program using David Cooperrider's organizational change AI Model to create pillars of success that engage employees. The organizational outcomes of utilizing the AI Model to create an agency-wide mentoring program at CBP are as follows: AI-based research, strategies, and a planning roadmap that included identifying best practice mentoring programs at federal agencies and the Department of Homeland Security, as well as resources and experts in the field. An analysis of the findings resulted in the identification of the following critical success pillars: a flexible structure of national management and local support, approved relevant goals, clear roles for leadership as champions and decision makers, a comprehensive multi-level communication plan, a proposal for a union memorandum of understanding, a contracted online tracking and matching tool, internal design and development of an Introduction to Mentoring online course required for participants, regional mentoring coordinator training for 60 individuals, resource guides, a program development toolkit, a central webpage, and an approved staffing request. As a result, the employees are able to participate not only in developing themselves but in improving the organization by envisioning and building a culture of excellence, continuous learning, and employee engagement. Those interested in a positive approach to developing a large-scale mentoring program for organizational change would benefit from this presentation.

Schipani, C.
University of Michigan
Mirage

The Need for Mentoring and Legal Reform to Resolve the Gender Paradox in Business

Title VII of the Civil Rights Act of 1964, prohibiting discrimination has been on the books for over fifty years. Yet, although Title VII, accompanying legislation and judicial rulings have improved the work environment for women, pathways for women to the C-suites are still generally elusive and pay disparities persist. This reality presents a paradox in light of studies demonstrating correlation between gender diversity at the top of the organization and financial success. For example, Marcus Noland, a co-author of research conducted by the Peterson Institute for International Economics has been quoted as follows: "With respect to women on the board the evidence is mixed. But the data on women at C-Suite level is much more robust and solid – we can torture that data any way you want and still get the same answer. For the sample as a whole, firms with more women can expect a 6 percentage point increase in net profit." (Tim Smedley, Diversity at the Top Pays Dividends, ft.com, March 7, 2016). We urge firms to improve programs for mentoring to provide true opportunities for women to enter the C-suite. A clear path to the C-suite could also help retention and begin to address the persistent pay disparities. To spur further action we also advocate that courts consider the paucity of women in leadership positions as a rebuttable presumption of discrimination – as a logical extension of firmly established judicial precedent. It is hoped that legal reform together with improved mentoring practices will help resolve the paradox.

Concurrent Session | 4:00 pm - 4:45 pm

Elizalde-Utnick, G.
Brooklyn College - City University of New York
Santa Ana A

Mentoring Faculty to Create Team-Based Learning (TBL) Courses Via Experiential Training

Eighty-five college faculty members were trained and mentored to redesign courses that implement Team-Based Learning (TBL) methodology. The faculty represented numerous disciplines, including Classics, Philosophy, Mathematics, Business, Chemistry, Biology, Psychology, and Education. TBL is a highly-structured, active learning instructional strategy that provides students with opportunities to apply content-area knowledge through a sequence of activities that include individual work, teamwork, immediate feedback, and application exercises. Students are divided into permanent teams, and they engage in the Readiness Assurance Process (RAP) at the beginning of each instructional unit. The RAP, which ensures that students complete at-home readings and assignments, consists of quizzes on basic concepts from the readings. The students first take the test individually and then retake the same test as a team, coming to a consensus on the right answer for each question. Using engaging scratch-off answer forms, the teams get immediate feedback on their answers. The RAP culminates in a lecture from the instructor on the content with which the teams had difficulty. The rest of the time is spent on application activities. Implementing TBL requires faculty to reflect on their pedagogical style and beliefs about what constitutes good teaching. Despite being open to new pedagogical strategies, many of the faculty initially resisted fully transforming their traditional lecture courses. The faculty participants were trained using TBL methodology. They were divided into teams, and the constructs of TBL were taught with the trainer modeling TBL principles. This proved very successful with both intra- and inter-team discussions about student engagement and TBL methodology.

Kahrs, B.
University of Wisconsin - Stevens Point
Santa Ana B

Putting Meaning in the Mentoring of Beginning Teachers: Common Themes
Providing a beginning teacher with a mentor has proven to reduce teacher attrition and give novice teachers a sense of support. However, no clear mentoring strategy consistently helps teachers thrive in a profession that is highly demanding with ever-increasing mandates and expectations along with ever-decreasing rewards. This paper and presentation bring together research on mentoring relationships and qualitative data from nearly 30 years of experience with mentoring in schools to reveal common themes in the needs of beginning teachers. There exist strong indicators that when classrooms are led by passionate and committed teachers learning and creativity flourish. Yet, passion and commitment often fade in a profession dominated by strong messages of required compliance and a hyper-focus on standards and measurements of achievement. In revealing common themes in the needs of beginning teachers, this paper provides guidance for meaningful mentoring practices that not only shape individual careers in a positive way but help schools create a culture of mentoring and professional development habits that enable learning to be a vital and inspiring journey consistently.

Silver-Rodis, G.
College of Southern Nevada
Acoma B

The Emergence of Women Leaders Through Mentoring & Coaching Partnerships
This study explores practical outcomes of targeted professional development. Specifically, it examines how strategic alliances between a mentor and a mentee have allowed female executives from diverse fields and business settings to prosper. The qualitative inquiry capitalizes on in-depth interviews, and conveys the resulting insight as expressed through the research methodology of lived experiences supported by content analysis. By considering the perspectives and conclusions of those studied, key conclusions are extended that can be considered by those contemplating the use of professional development to bridge gaps in opportunity. Talent enrichment and retention remain a challenge in today's corporate, non-profit and post-secondary environments. Adding complexity to this dilemma is the desire many Human Resources professionals have to achieve an appropriately diverse workforce. One solution for preparing women for professional progression is engaging in purposeful, structured relationships. Through a coaching and mentoring partnership, the developing professional has the ability to access an objective, accomplished, and generally more seasoned, individual who is willing to apply a listening heart, propose alternatives, extend recommendations, and would on transferrable core competencies (Brondyk & Searby, 2013; Rajagani, 2014, Tan, 2013). This paper/presentation benefits The Mentoring Institute by providing an academically sound, yet approachable vantage point into the lives of women who have been transformed through strategic alignment. It highlights conclusions drawn from the literature, and emerging best practices which are of immediate use.

Gandy, J.
Dallas Baptist University
Luminaria

Does Mentoring Work? How to Measure Impact
Most people would say mentoring is a great thing, but how do you prove it? Does it really make a difference, or does it just make us feel good to talk about the importance of mentoring? The challenge with measuring the impact of mentoring is that one must actually measure two separate occurrences. First, did the mentee grow or develop in whatever way you hoped they would? Second, did that growth happen as a result of the mentoring relationship or was it due to something else? This session will explore the various methodological options in assessing a mentoring program. While time, resources, and expertise all impact assessment, gathering quality data is essential to the long-term success of any mentoring program. If you have been tasked with demonstrating that your mentoring program is making a real difference in the lives of the mentees, this session is for you.

Veas, G.
University of La Verne
Alumni

How to be a Protégé: Equipping students to Maximize Mentoring Relationships
The word protégé comes from the French and can be translated protected, while in Latin it describes a shield where one is covered in the front. In this analogy, a mentor serves as that shield, someone who is more experienced or knowledgeable that can help guide their protégé in terms of being successful and avoiding pitfalls in life and career path. For many would be protégés, when the word mentoring comes up the image is that of an older assigned formal mentor who is there to serve the next generation. Yet, it should be noted that this perspective relies heavily on the current methods advocated for within youth mentoring circles. While this is admirable, research from the field of career development illustrates that the majority of successful mentoring relationships were and continue to be protégé initiated. Meaning, that successful protégés understood that busyness and self-interest both play a role in securing potential mentors. Thus, to ensure that protégés maximize their time with their mentor they exhibit intentionality in the way that they take the initiative to approach, then facilitate the actual mentoring relationship itself. Building upon the legacy of successful protégés from the past, a framework for those who are interested in facilitating protégé orientation trainings will be developed that will help students. The skill of self-awareness, as well as practical habits to become a more endearing candidate that a mentor would motivated to invest in will be elaborated on.

Wagner, K.
Eastern New Mexico University
Isleta

Grow your Own: The Classroom Teacher's Role in Mentoring the Next Generation of Teachers
Teaching is a rewarding career where highly-qualified educators witness a fruitful harvest as they prepare and mentor their students for future careers. However, the number of young adults entering the teaching profession is declining. The decline calls for purposeful mentorship that will encourage students to enter the field of education. Although grow-your-own initiatives have included strategies to attract quality-teachers to teaching in rural areas, the organic work and mentorship of the classroom teacher has not been discussed. Classroom teachers can play a critical role in recruiting and mentoring the next generation of educators who will become effective teachers. Planting seeds of possibilities, presenting the positive aspects of the profession, sharing the story of the professional journey, organizing, advertising, and being a role-model are ways classroom teachers can shine the light on the teaching profession to make the career attractive to their students. While formal recruitment measures have been taken to grow the next crop of effective teachers, it is the classroom teacher who genuinely holds the solution to cultivate and mentor the next harvest of teachers.

Hatfield, J.

Kansas State University

Fiesta A

Leading Cultural Change Through Mentoring

Research claims the success rate of culture change is only 54%. Mentoring the key stakeholders through the arduous process of change will increase this percentage. The fittest will survive. Natural selection does occur in the corporate, non-profit, and organizational world. You must be adaptable and in tune with what is happening in your sphere or you won't survive. Leaders must understand the importance mentoring holds in leading successful cultural change. According to a 2013 strategy survey at the Katzenbach Center of global senior executives on culture and change management, the success rate of major change initiatives is only 54 percent. "A company's competitive advantage comes from how it uses its distinctive resources," Barney (1991). Equipped mentors give a company a competitive advantage because they are a distinctive resource. Mentoring the key stakeholders through the arduous process of change will increase the success rate percentage. The fittest will survive. Natural selection does occur in the corporate, non-profit, and organizational world. As Kotter states, "The 21st century will force us all to evolve toward a fundamentally new forum of organization." You must be adaptable and in tune with what is happening in your sphere or you won't survive. Leaders must understand the importance mentoring holds in leading successful cultural change.

Taylor, M. W.

Trellis Education

Acoma A

Teacher Mentors as Teacher Educators: Instructional Activities in Long-Term Mentoring

When teachers have exceptional mentors in their pre-service and first few years in the classroom, they are more likely to be effective at facilitating student learning and more likely to stay in the profession (Ingersoll & Strong, 2011; Oh, Ankers, Llamas, & Tomyoy, 2005; Ronfeldt & Reininger, 2012; Walkington, 2005). But what does "exceptional mentoring" look like for a novice mathematics teacher? And how should mentoring in the first few years in the classroom align with and build on mentoring in the pre-service year? Few mathematics teacher mentors receive training or support of any kind to mentor early career teachers, let alone training that specifically focuses on facilitating the development of ambitious mathematics teaching (Hall, Draper, Smith & Bullough, 2008). One effort to support early career teacher learning has focused on ambitious mathematics teaching and the use of Instructional Activities (IAs) – purposefully-chosen and bounded activities that are designed to support ambitious student learning and teaching goals – as the basis for collective professional learning. The IAs are central to the work of teaching, can be used routinely across grade levels, focus on student's mathematical thinking, enable teachers to elicit and respond to student thinking to support their daily work, and travel to their teaching practice (Lampert et. al, 2013). We argue that IAs, functioning as artifacts that travel back and forth between collaborative settings and classrooms, can also be used in pre-service and early in-service teacher mentoring work that serves to support mathematics teachers' professional learning.

Parker , M. J.

University of Houston

Acoma A

Development of a Structure for Mentoring

Celebrating its 17th year of success, the University of Houston-Downtown's Scholars Academy has generated over 750 alumni STEM graduates. Of these individuals, 93% remain in STEM graduate programs and/or the workforce following completion. The basis of program success lies in the use of small learning communities, led by peer and faculty mentors. Each group is discipline-based, supporting freshmen and transfer students in lower and upper division STEM courses. Semester activities target 1) form bonds across individuals, 2) support networks, 3) enrichment and broadening activities, 4) service to community, and 5) immediate and ongoing connections to PhD faculty. In turn, participating peer and faculty mentors are exposed to energetic, competent, and enthused undergraduates. Many of these students are first generation students (like the mentors). This enables mentors to share their own personal success stories and PhD paths with each member of the small group. Training of peer mentor leaders and peer mentors occurs in an off-campus wilderness retreat setting which truly inspires connections and understanding of the these roles. Likewise, peer mentor and faculty mentor structure offers many minority-serving and Hispanic-serving institutions a model for inclusive success for their own diverse STEM populations. Seventeen years of longitudinal data will frame the evolution of this aspect of the Scholars Academy organization and its undergraduate successes as well as it succession of mentoring over this nearly twenty-year period. This paper and session focuses upon the rise of the mentoring structure supportive of STEM undergraduates.

Burchard, H.

Oklahoma State University

Sandia

Mentoring Arithmetic Skills for Children and Adults of all Ages Using Alphabet Blocks

Based on Caleb Gattegno's principle of "learning not teaching," we mentor arithmetic skills for children and adults of all ages using old-fashioned alphabet blocks made of wood as counters, not symbols on paper. Arranged in rows or rectangles, sets of alphabet blocks represent integers, whole numbers, including fractions, according to Piaget's stage of concrete operations. Standard integer arithmetic of adding and multiplying is easily grasped even by young children beginning age five. The natural multiplication of m×n achieved by forming a rectangle of blocks with m rows & n columns constitutes one of the main advantages of block mathematics. Fractions like halves and thirds are immediately comprehended by dividing a block-rectangle, cutting it like a birthday cake, into equal rectangular parts. From there, even adding fractions like 1/2+1/3=5/6 becomes surprisingly easy for the attentive clients who each eagerly are forming their own rows and rectangles. The Gaussian algorithm for finding the greatest common divisor (GCD) of two integers is explained effortlessly as the mystery number in common between two rows of bricks when they are reformed into rectangles with that common side. We use an easy conversational dialog style for individual or groups of clients. Be sure to use a large enough table for a class of enthusiastic clients to gather around, and cover the table with a soft cloth in order to reduce the noise level of numerous blocks clattering on a hard surface. The aesthetic design of the traditional alphabet blocks adds to the appeal of the method.

Shenkman, M.

Desert Sky Mentoring

Spirit

The Mentoring Relationship: The Friend to Come

What distinguishes the mentoring relationship? I use the work of Derrida, Blanchot, Nietzsche and Caputo to propose that it is best described by the philosophical notion, "the friend to come." A therapist or coach claims authority over a sphere of action, and uses this authority to prescribe courses of treatment. The mentor cannot claim authority since the concern of the conversation is the energizing and nourishing of open futures – making futures even more open than they are already for the mentee – and these are futures that are unpredictable. Mentoring affirms a mentee's aspiring, which does not offer career paths or skill practices that are known to be relevant to that future, by either party, regardless of the mentor's expertise, experience or hierarchical status. A mentoring conversation clarifies the rubrics of how the human endeavor shapes

aspirations into life ways, and shows how the great leaders, artists, thinkers and mystics in our history have taken these kinds of aspiring steps into what had only ever been considered impossible before. A mentoring conversation helps a mentee affirm and solidify his or her own singular aspiring way into emboldened futures. Why is the mentor a "friend to come? Because the mentor vows to stand with a person who is on a threshold, and is the one who says, "I will be your friend, I am the friend who will be there" when it matters most, when the mentee needs to hear a promise that a friend, indeed, is still to come.

Horn, P.

Northern Arizona University

Scholars

Building Relationships with New Teachers

Today's educational landscape is a fast-paced, structure bound, results driven arena that predicates educators become lifelong learners who embark on a journey of ongoing professional change. That change must be deep rooted, lasting and supported by transformational learning. Garavuso (2010) discusses transformational learning as how one seeks to change how we know which in turn alters our existing frame of reference and our way of making meaning. Mentors build relationships of trust with new teachers that transforms their practice. A 2014 survey released by the National Network of State Teachers of the Year and the American Institutes for Research indicates that 55 percent of new teachers listed "access to a mentor" as having the largest impact on developing their effectiveness as a teacher (Behrstock-Sherratt, Bassett, Olson, & Jacques, 2014, p.13). As many as 45% of new teachers depart their jobs for reasons other than retirement, specifically for lack of administrative support, classroom management issues and a lack of professional support (Headden, 2014, p.5, Ingersoll, 2012). Most new teachers are millennials who expect a comprehensive induction system that includes extensive training, resources, and supplies (Barker, 2015). They will not stay in an environment where they don't feel valued. Increasing student success and beginning teacher satisfaction through providing support systems will be important factors in retaining teachers as one faces a rather bleak future for teachers. This paper investigates how a mentor builds relationships with new K-12 classroom teachers. The program components are discussed and include the concept of building relationships, creating transformation and increasing teacher retention.

Rouse, J.

Elon University

Amigo

Connecting Mentoring and Student Development Theory to Enrich our Practice

In our mentoring practice, we often see college students with concerns such as identity exploration, transition fears, battles with the internal self, etc. that often stump mentors in how to devise strategies of support. How enriching would our mentoring practice be if we could draw connections from student and human developmental vectors to better understand the relationship/interplay such factors may have on our students and their college student experience, particularly for first-generation, high-financial need students? This presentation will discuss how Baxter's (2008) theory of self-authorship, Arnett's (2000) theory of emerging adulthood and Schlossberg's (1995) transition theory can each be used as theoretical guides to provide a baseline understanding, from a developmental perspective, of who our students are, what their unique needs may be, and how we can use the theories to create individualized strategies of support.

Gurian, E. & Sherriff, G.

Norwich University

Mirage

Piloting a Formal Mentoring Program: Assessing our First Year

This presentation will highlight the faculty/staff-student mentorship program, which completed its first year at Norwich University, a private military college in Vermont. Participants will get an inside look into the process of piloting and assessing a mentorship program, with the opportunity to learn from both our successes and mistakes along the way. A number of mentorship, leadership, and coaching programs already exist at Norwich University, but nearly all of them have an extremely narrow focus (e.g., students on academic probation), or are entirely project-based (such as faculty-student collaboration on summer research projects). After conducting a survey of faculty, staff, and student perceptions of mentorship, we established the need for a larger scale mentorship program. To fill this need, we piloted the Faculty/Staff-Student Mentorship Program at Norwich University during the 2015-16 academic year. Our presentation at the University of New Mexico Mentoring Conference will give us the opportunity to look carefully at a work in progress. This presentation specifically examines how to assess the mentorship program, using pre-existing assessment measures. We will cover the assessment results, areas for improvement, and how to take what we have learned from the first year (e.g., recruitment, matching, fundraising, and training) to move the program forward for subsequent years.

Thursday, October 27th

Concurrent Session | 9:00 am - 9:45 am

Garcia, B.

West Texas A&M University

Santa Ana A

Mentoring Post-Secondary Students Through Individualized Student Conferences

College-aged students experience a great disconnect from the interpersonal connections formed with their teachers in elementary and high school to those formed with professors at the post-secondary level. Until students reach the college level, teachers typically know their names, attend extra-curricular activities, and speak to students on an interpersonal level daily. When these students reach college there is a vast difference in the relationships formed with their professors. Some students may never speak to their professor one-on-one and in many cases, the professors do not know the student's name or anything about him or her. To improve these situations, effectively mentor students, and begin making interpersonal connections, professors can use individualized student conferences in a new and innovative way. This mixed methods inquiry explores the effects of offering incentives to college students to participate in scheduled office conferences with their course instructor during regular office hours as a means to build relationships with students on a more personal level. The conferences also provide a platform for students to ask clarifying questions about the course, seek guidance, and offer suggestions of improvement to the professor in a formative manner that elicits immediate change. Past and present course evaluations, student comments, interviews, and formal observations are triangulated to show an improvement in student perceptions about their professor's level of concern over multiple semesters. It is believed that the significance of these research findings can likely be transferred to similar universities to improve professors' abilities to mentor students and build interpersonal relationships.

Berkovitz, T.

Boston University

Santa Ana B

Mentoring the Madmen & Madwomen: Building a Mentoring Network of Creatives in Advertising

"Creatives" (copywriters, art directors and creative directors) working in the advertising industry are a rarified breed with a reputation for large egos and and difficulty playing nice with others. The creative department can be a Darwinian environment that challenges even the most talented and tough skinned professionals. And yet the advertising program at Boston University has thrived as its alumni represent a strong network providing internships, jobs and advice to current students. This panel will explore attitudes toward mentoring expressed by top professionals working as creative in the advertising industry. A survey of 75 senior level creatives seeks to serve as an exploratory study of mentorship in creative settings, and begin to identify the differences between traditional mentoring practices and potentially different practices that occur in the creative process. Respondents will be asked to provide their perceptions of their roles as mentors, as well as perceptions on the mentorship of the creative process. The sample consists of creatives who have participated in events sponsored by the BU advertising program. Professionals in this sample reviewed student portfolios at Creative Café and hosted students on the New York Spring Break Advertising Agency Trip. 75% are alumni of the Boston University advertising program. This study focuses on mentorship by creatives, and the importance of network connections between professionals and students, particularly in the creative field, will also be explored.

Smith, D.

Roosevelt University

Acoma B

An Anecdotal Study on the Benefits of Peer Mentors for Students on the Spectrum and UDM (Universal Design for Mentoring)

At Roosevelt University, the Academic Success Center houses the tutoring center, disability services, and the Peer Mentor program. The availability of all three services has posed a huge benefit for our students, both mentors and mentees alike. It has especially allowed our students with Autism Spectrum Disorder (ASD) to flourish. Out of the 13 spectrum students we currently have registered with disability services, 10 of them have a peer mentor. It is through both anecdotal evidence and analyzed program data that we have seen a tremendous amount of growth in each and every one of these students. With the support of individual peer mentors, we have witnessed students with ASD move onto campus, learn how to communicate more effectively, understand social cues more readily, and truly find a home at RU. Although much of this anecdotal evidence points to our students on the spectrum, it does not mean the benefits of having a peer mentor are limited to just that population. Our program currently houses about 70 students, and our retention rates are some of the highest amongst other cohorts in the university. Along with connecting mentees to resources at the university, peer mentors have helped these individuals forge a real connection to campus and a sense of belonging among peers.

Delacruz, J.

San Jose State University

Luminaria

Look Closer: Peer Mentoring and the Creative Disciplines

Creative industries rely on mentorship practices, they require team-working skills and the ability to learn, support and help others in an increasingly inter-disciplinary environment. Students at San Jose State University (SJSU) aiming to enter the creative industries have been working on a project with Santa Clara County Parks creating interactive and interpretive story tree installations on the Coyote Creek Parkway Trail at Hellyer County Park. Our presentation will explore the role of the mentor in this project and how peers have shaped the learning experience. The concept, inspired by the Ohlone tribes of California and their associations with totem poles, intends to enhance existing interpretive programs and encourage trail users to take a closer look at the wildlife found along the multi-use Coyote Creek Parkway Trail. Our design team is a diverse mix group of undergraduate and graduate students with backgrounds in graphic design, journalism, photography, advertising, and mass-communication. The project has enabled them to engage in collaborative, experiential practices where different skill sets have allowed peer mentoring to drive them to their final products. This opportunity has allowed SJSU students to utilize their skill sets, engage in peer-to-peer collaboration, and learn the correct and necessary procedures when working remotely with clients. They have developed awareness of natural history and environmental stewardship as they flex their creative muscles. The overall learning experience has provided them with a skill set that will help them navigate their future careers in the creative industries successfully.

Caridine, E.

University of Nevada-Las Vegas

Alumni

My Voice Matters: An Historical Examination of the Student Voice in Campus Governance

Higher education institutions are complex organizations that are often difficult to navigate. Additionally, the policies and procedures that govern these institutions have the potential to exclude the student voice. Understanding the power relations and hierarchical structures that exists within higher education institutions presents another difficult avenue to navigate for undergraduate students. It is imperative that institutions understand their role in educating students to be civic minded individuals possessing the cognitive abilities required to assist in making informed decisions. McGrath (1970) describes a time where student input was valued and deemed a necessity with curriculum reform, financial policies, and day to day operations of the institution. Currently, student involvement tends to be lessened. Therefore, this session will serve as a historical view of the literature surrounding student governance, discuss the mechanisms that higher education institutions have implemented to include undergraduate students in the decision making-process (both historical and current), as well as discuss the shift in student power throughout the history of higher education. The underlying message of this session is to highlight the importance of mentoring students to become effective and efficient participants in campus governance.

Bunkowski, L. & Anderson, A.

Texas A&M University-Central Texas

Isleta

Evaluating and Re-conceptualizing a Mentoring Network for Next-Generation Faculty

This paper builds on the introduction of the mentoring network concept proposed by Bunkowski and Miles (2014) at the University of New Mexico Mentoring Conference in 2014. Following Beane-Katner (2014), we developed a faculty mentoring network at Texas A&M University – Central Texas designed to meet the needs of next-generation faculty. These faculty are characterized by diversity, a greater focus on collegial relationships, and an increasing demand for institutional transparency. Our mentoring network follows the idea that mentoring works best with multiple mentee options, rather than traditional one-on-one mentorships (Mathews 2003). Thus, we proposed a group-mentoring model (Otieno et al., 2010) consisting of six peer mentors and a cohort of new faculty members (both full-time and adjunct faculty). In this model, two mentors represent each of the following areas: teaching, scholarship and research, and service. At the end of the first pilot year, we conducted an assessment survey, revised the structure of the mentoring network support materials, and ran the pilot for another year. At the end of the second pilot year, we conducted the survey assessment again. As a result, we have re-conceptualized our framework (our approach to formal meetings, the selection process and role of mentors, e-mentoring methods) to better meet the needs of the new faculty cohorts. This paper provides a brief overview of the formation and scope of the TAMUCT University Mentoring Network project, a discussion of the Pilot Year-One and Year-Two assessment surveys, and a summary of the reconceptualization for academic year 2016-2017.

Yarbrough, J.
Texas Tech University
Fiesta A

Franklin, Foundations, and Unfiltered Mentorship
Benjamin Franklin's quote, "Tell me and I forget, teach me and I may remember, involve me and I learn" offers insight into effective mentoring experiences. Mentoring should surpass "tell me." Mentoring should surpass "teach me." Mentoring should be about inclusion of the protégé, in the process, with the goal of learning. Organizations that establish and develop inclusion mentoring and "unfiltered mentoring" programs, will experience a wide range of returns on their investment (Buddeberg-Fischer, 2006; Kasworm, 2010; Gotian, 2016). While, the benefits are clear, the formula for building, fostering and sustaining an "unfiltered" mentoring relationship is somewhere between hazy to ongoing trial and error. Herein we explore an overview of four professional mentoring relationships and the four points identified by the author which combine to create effective unfiltered mentoring relationships:

·Point One- Benjamin Franklin's relationship to mentoring.

·Point Two- Aligned Mentor/Mentee Values

·Point Three- Mutual Wins, Hones Communication, Acceptance of Development

·Point Four- Explain the significance of the formation process for a stable foundation to the mentoring relationship

·Summarize the value of seeking an inclusion based and "unfiltered" mentoring program will minimize trial and error in the mentor/protégé experience.

Trewn, P. & Fox, D.
Eastern Michigan University
Fiesta B

Interdisciplinary Team Teaching: A Successful Mentor Model
Faculty members representing four human health and services disciplines collaborated to develop the interdisciplinary course IHHS 260 – Aging to Infancy: A Life Course Retrospective. An Inter-professional, interdisciplinary approach was utilized for developing, teaching and evaluating the course. Inter-professional mentoring was an unanticipated benefit of for this Inter-professional teaching team. The team consisted of both tenured and non-tenured faculty. Four faculty representing disciplines dietetics, nursing, occupational therapy and social work developed a strong support network. Weekly meetings followed each class and examined the student response and provided faculty feedback. The team collaborated on writing articles and developing research projects. The senior, tenured faculty provided guidance, direction, and advice to the novice, non-tenured faculty on topics pertinent to a making a positive transition to working in an academic environment and preparation for successful tenure. While research indicates that mentors are likely to facilitate and enhance formal and informal career development as professional and organizational socializing agents, academic institutions generally look only within their unit and discipline for collegial mentoring experiences. Articulation for the development of mentoring programs for allied health professionals using an Inter-professional model is lacking. The framework utilized to integrate Inter-professional collaborative practice into a successful mentoring model while promoting a safe learning environment for novice and senior faculty is presented. Faculty were empowered to be open to experimenting with new teaching, and learning techniques while acquiring the tools essential to being productive, faculty members. Essential elements for career progression and promotion was an unexpected outcome.

Cooper, B.
Texas Christian University
Acoma A

Mentoring by Blogging: A Capstone Course to Develop Career Aspirations
A central challenge underlying student mentoring is helping the protégé identify and develop their own personal goals and career aspirations. Within the Texas Christian University psychology curriculum, we developed a capstone course to provide individualized mentoring for graduating seniors. The approach integrated instructor-directed content by teaching topics in experimental design and the neuroscience of goal-directed behavior combined with student-directed material and presentations. The student-centered material began by having students write a blog about their career goals. In our curriculum, students take courses in five major areas of psychology; in the blogs, students described what they learned in these different areas and related this information to their personal career aspirations. At the end of the semester, students gave a 20 minute presentation to the class about their blogs. One year after completion of the class, course impact was assessed by surveying students and comparing course evaluations to department and university averages. Eighty-two percent of survey respondents said that the blogging helped them to define their career goals and 64% have used the blogs since they completed the course. In the first year of the course, course evaluations were greater than department and university averages. We attribute the success in developing novel career directions to the fact that the content was student-centered and they were allowed to deeply explore their personal interests. This mentoring approach within capstone courses can be used in any academic discipline and encourages self-directed learning via exploration of highly personalized career goals.

Russell, H.
University of Central Missouri
Sandia

Ensuring Integrity Between Research and Practice
It is important that education administration programs provide strong mentoring, effective instruction, and relevant content to prepare future leaders. Receiving timely and specific feedback from students is an important element of determining if their needs are being met and understanding the strengths and weaknesses of the program through their perceptions. When this is done well, program change can be made each year as part of an ongoing effort toward excellence. Developing an evaluation survey that is specific to the qualities present in effective principal preparation programs, ensures confidentiality of student responses, and is user-friendly was the task undertaken by two recent graduate students and an associate professor at their university. This paper shares the results of their efforts and adds to the resources from which others can draw..

Scott, D.
Texas A&M University-Commerce
Spirit

Structuring a Statewide Organization for Effective Mentoring and Networking
Taking on a leadership role in an academic department can be a daunting task. Add to that the intricacies of leading a department that does not fit neatly into general academic expectations and the challenges can rise exponentially, often leading to short-lived tenures and ineffective use of leadership, recruiting, budgetary, and creative strategies. In order to support the work of new (and continuing) music administrators, it is vital to have a model that works to provide opportunities for mentoring, networking, and support for the daily business of an academic department. The Texas Association of Music Schools has worked to provide support

for its member institutions, as well as the leaders of those programs. Through encouraging new member participation, to the structure of conferences that shepherds all members to places of interest and potential expertise, the organization has worked to infuse energy and best practices into all its member schools.

Nixon, C. & Baird, M.

Pennsylvania State University

Scholars

Effects of College Mentoring on Middle School Students' Social-emotional Outcomes and Percieved School Culture

There is a plethora of research demonstrating the benefits of having mentors and caring adults in the lives of young people, however the types of programs (e.g., group or individual) and outcomes have varied. To determine the effectiveness of mentor programs, assessment and evaluation are essential. The College Mentor Project at Penn State Behrend uses group mentoring to help promote positive youth development. College students and community members served as mentors to middle school students and met weekly for one semester. To assess project effectiveness, mentored students were compared to their non-mentored peers. Findings indicated main effects for mentorship on students' reported school culture, closeness to adults, and enjoyment. Additionally, interaction effects were found suggesting that mentorship had a stronger effect on reported empathy and gratitude for males compared to females.

Hogan, T. & Donovan, C.

Adelphi University

Amigo

Mentor Perceptions and Commitment in an Era of Increased Accountability

Mentoring is one of the most important ways of supporting the development of highly effective teaching practices in our novice teachers (Hobson, Ashby, Malderez, & Tomlinson, 2009; Koballa & Bradbury, 2009). However, completing this type of work in schools can be both challenging and complex (Bullough, 2005). In addition, mentoring student teachers takes a great deal of time when done well, which includes modeling, providing feedback, establishing reflective conversations, and offering other supportive practices in order for teacher candidates to enter into the developmental trajectory of their professional growth. But what happens when additional demands are placed on our mentor teachers? The aim of this study was to examine how policy initiatives may impact both the perceptions and the commitment of mentor teachers in supporting the professional development of student teachers. In New York State, several new policies have been implemented within the teaching profession over the past six years, including the introduction of Common Core State Standards and the Annual Professional Performance Review, which have demanded much teacher attention and time. Using a comprehensive survey, our research examined how the implementation of these policy initiatives may have impacted mentor teachers' perceptions of their work with student teachers. A total of 66 mentor teachers across all grade levels and content areas responded to the survey and our results will be shared.

VanDerveer, B.

Ohio University-Athens

Mirage

The Stanford Way—A Sustained Coaching, Mentoring, Leadership Model

At Stanford University, Hall of Fame, Head Women's Basketball Coach, Tara VanDerveer and staff continue a sustained and notable mentoring, coaching, and leadership model. One of the greatest leaders in any sport at any level, VanDerveer, and her staff routinely bring top classes to The Farm. The Stanford Way offers one model of sustained mentoring, coaching, and leadership. Accountability is perhaps the most important quality of the Stanford Way. For this philosophy to be fair and engender mutual trust, objectives are transparent, with clarity about respective responsibilities and criteria by which performance will be evaluated. It is possible to analyze the Stanford Way by using Kram's mentor functions; career functions and psychosocial functions. The Stanford Way is also compatible with Jowett & Nezlek's the 3Cs: closeness, commitment, and complementarity. From the Stanford family, developmental relationships unravel to a robust network of mentoring, coaching, and leadership constellations.

Concurrent Session | 10:00 AM - 10:45 AM

Wells-Edwards, A., Evans, T., Munoz, L.

Everett Community College

Santa Ana A

Mentorship in the Media: An Exploration of Scope and Meaning in Contemporary Culture

At Everett Community College (EvCC), we have implemented a successful mentoring program for new Adjunct Faculty. In our fourth year of a five-year federal grant, we have valuable lessons to share. Our program pairs experienced faculty mentors with new Adjuncts in their first quarter at EvCC. Not every new faculty member is initially receptive to this mentoring opportunity, however. In this session, we discuss current research on the essential mentor/mentee relationship and offer ideas for engaging the "reluctant mentee." Key to the success of a mentoring partnership is the full investment of both sides; because mentoring is sometimes a mandatory component of employment, the parties are not always equally invested at the start. Typical conversations around mentoring assume the eager participation of all involved, so this is an important discussion. In our presentation, we explore the dynamics and paradigms around the basic mentor/mentee partnership and examine the causes of hesitation or resistance among mentees, as well as offering possible ideas for increased protégé engagement in the mentoring process. Factors preventing full commitment to the pairing vary but all revolve around "culture" of varying types. Significantly, it is only through the full investment of both mentor and mentee that the maximum potential of the relationship can be reached, which is what makes this dialogue (and our session!) essential. In addition to being UNM conference alums, we are fresh from hosting our own first annual mentoring conference at EvCC and are eager to share our depth of experience with UNM conference participants!

Rojas, J.

University of Kentucky

Santa Ana B

Design Thinking & Coaching: Empathetic Interviewing in Developmental Relationships

We will introduce design thinking and the empathetic interview as a new methodology for building developmental relationships. Design thinking is a human-centered approach that seeks to address complex social and educational problems with a deliberate and thoughtful solution seeking approach (Brown, 2008). The design thinking process includes several iterative phases including empathy and needfinding, brainstorming, rapid prototyping, and feedback. In our research we used empathetic interviews as a data collection tool for needfinding in coaching relationships between child care providers and their coaches. Coaching is a common means of providing technical and problem solving assistance to child care providers in states that are actively engaged in implementing Quality Rating and Improvement Systems (QRIS). This systemic approach promotes quality in assessment, improvement, and communication about the quality of early child care and education programs. We will describe the empathetic interview process used with the "coachees" (child care providers) as well as the prototype development process used to meet the needs of providers. These prototypes are currently under consideration for wider implementation by state stakeholders. This particular technique holds

promise as a tool for those responsible for coaching as well as a means of nurturing the developmental relationships between those delivering child care services and those responsible for coaching these providers to promote quality. The implications of design thinking for coaching will be explored, and practical tips for implementing these techniques in any context will be shared.

Coffey, D. & Thompson, W.

Kennesaw State University & Eastern New Mexico University

Acoma B

Promoting Conceptual Understanding with Dialogic Writing and Multiple Levels of Mentoring

This research study featured multiple levels of mentoring and dialogic writing opportunities designed to enhance conceptual understanding and enjoyment of scientific concepts. Throughout this learning cycle, university educators mentored graduate students, who in turn, mentored third graders in their classrooms. The university educators provided the teachers with a framework for mini-lessons and encouraged them to differentiate instruction for their classes. During mini- lessons teachers used carefully crafted questions to encourage their third graders to maintain a central focus while they explored scientific concepts in Collaborative Discovery Groups and wrote pen pal letters. Comprehension deepened as students first listened to poetry emphasizing scientific content and discussed it in mini-lessons. Then they read and discussed the poems in Collaborative Discovery Groups. After they shared insights and discussed ideas they gleaned from poetry, the third graders transferred this knowledge to pen pal letters. Thus, the university educators facilitated the social construction of knowledge as the teachers and their students progressed from familiar ideas to new insights in an ongoing cycle of learning. Data analysis showed that the 46 third graders gradually increased the quality and the extent of their communication as they shared their ideas through pen pal letters. Students who initially wrote four sentences of content began to write full pages of explanation. This sociocultural, synergistic process increased the depth of their writing over a four-week period, enhancing their dialogic communication through writing and their ability to explain scientific concepts. The cyclical nature of the reading and writing process, integrated with scientific concepts, gave all of the mentors new levels of insight.

Cunniff, D. & Marron, J.

National University

Luminaria

Participants will be able to Identify the Skills and Traits of an Innovative Coach

Both teachers and administrators are looking for good role models or coaches to advise the on critical educational issues. The authors highlighted the key traits of an innovative educational coach and the skills needed to support creative decision making. They stressed the importance of speed, empathy, passion and other traits that will enhance the leaders role as an effective instructional leader. Each key trait was analyzed and ted to their impact on the stakeholders of their organization.

Key Words: Coaching, Innovative, Leadership, Skills, Traits

Haridy, A. Sendi, K., Perara-Lunde, M., & Meyer, L.

University of New Mexico

Alumni

Developing a Dialogical Mentoring Network for Learning, Assessment and Professional Growth

Through a case study at the University of New Mexico (UNM), we describe how a dialogical mentoring network has evolved over years through participation and contributions by doctoral students and their faculty advisor, in collaboration with national and international scholars. This paper expands on John-Steiner (2000), "In collaborative endeavors we learn from each other. In partnerships we see ourselves through the eyes of others, and through their support we dare to explore new parts of ourselves" (p.204). Here we describe how we have developed our understanding of a "dialogical mentoring network" as a deepening process of trusting, depending on, questioning and challenging each other, and celebrating each other's knowledge and experiences. Over our years of doctoral study and advisement, this dialogical network has consisted of personal advising sessions, peer facilitations in courses, virtual conversations with international scholars in graduate seminars, and Sunday afternoon peer-led Doc Sessions, which feature doctoral issues and research. Our network is fluid, not closed; doctoral students are welcomed into the dialogue from across campus, and also across time as they enter the doctoral process. We encourage conversation and insights from multiple doctoral programs, generations, and stages of graduate study.

Busó, M. & Ortiz-Rodríguez, M.

Inter-American University of Puerto Rico-Fajardo Campus

Isleta

Differentiated Peer-Mentoring

This presentation describes two peer-mentoring programs designed for social work and computer science undergraduate students in Puerto Rico. Sixteen mentoring design elements mention by Dawson (2014) were considered to structure both programs. The peer-mentoring program developed for the social work students has helped them with the integration to the university, the development of skills and the establishment of a support community in order to fulfill their academic requirements. The information technology and computer programming students have received in-class support by peer-mentors. Students with very low computer skills, very high job expectations, and low study habits struggle to succeed. Mentors work with students individually; giving emotional support and helping students develop the study habits they need to succeed. The most predominant findings and achievements, from both programs, are discussed.

Popadiuk, N. & Dyke, R.

University of Victoria & Gustavson School of Business

Fiesta A

Exploring the Uniqueness of Mentoring International Business Students

What makes a strong professional business mentoring relationship with international students from China, India, and South Korea? In this presentation, we will explore this question by sharing relevant findings from an ethnographic study focused on international students who joined a business mentoring program. Specifically, we will explore the relationships between international business students and their community business leader mentors at the Gustavson School of Business at the University of Victoria on Canada's west coast. Findings from this study are congruent with the larger body of literature, which suggests that the core conditions leading to effective mentoring outcomes are similar to those for domestic students. Qualities such as mutual trust, respect, openness, and a sense of authentic connection often underpin successful relationships. Unique findings show that a mentor's capacity to see their international mentee, as "an individual" beyond cultural stereotypes is one key to success, while the ability to sort out the nuances between cultural, personal, and developmental learning is another. Additionally, differences of language, behavior, and worldview need to be negotiated with curiosity, and viewed as valuable assets in our technological and globalized world. We

will provide recommendations for emerging best practices in working with international student mentees and professional community business leaders in formal mentoring programs. "Mentors whose personalities matched mine allowed me to build close relationships based on mutual respect and interest . . . our relationships evolved into a deeper friendships solidifying my personal connection to Canada."

– International Student in Business Mentoring Program

Keller, T.

Portland State University

Fiesta B

Monitoring and Supporting a Multi-Faceted, Multi-Institutional Student Mentoring Program

The BUILD EXITO program supports the education and training of undergraduates from traditionally underrepresented student populations who aspire to research careers in health and biomedical sciences. In addition to enhanced curriculum, enrichment workshops, financial support, and intensive research internships, BUILD EXITO features a multi-faceted mentoring program in which each scholar is matched with three mentors: peer mentor (advanced student), career mentor (faculty adviser), and research mentor (research project supervisor). The BUILD EXITO project spans multiple partnering universities and community colleges in geographically diverse locations, including Oregon, Washington, Alaska, Hawaii, and Guam. A central tenet of the mentoring program is that making good matches is not sufficient; each mentoring relationship should have ongoing monitoring and support from the professional program coordinator. This paper describes an innovative online platform, the EXITO Mentoring Support Network (EMSN), used for communication with all mentors and scholars. Each participant has an individual account and receives a scheduled email prompt to enter the system to respond to questions. Certain consistent questions elicit information about the nature and development of the mentoring relationship, while other questions are customized to obtain information relevant for program improvement. EMSN allows the mentoring program coordinator to view and respond directly to comments noted in participant logs. EMSN also provides a forum for announcements and sharing resources from the program and among participants. In addition, EMSN compiles and analyzes data across participants for tracking and reporting purposes. This paper highlights the many applications of EMSN for monitoring and supporting relationships as well as evaluating and improving program outcomes.

Dement, M. & Stout, N.

Indianapolis University-Purdue University Indianapolis

Acoma A

Developing and Managing a Student Led Peer Mentoring Program for Female Engineers at IUPU

Indianapolis UniversityPurdue University Indianapolis (IUPUI) combines Indiana's top schools of Indiana University and Purdue University on a single campus in downtown Indianapolis. The Purdue School of Engineering and Technology at IUPUI consists of approximately 2,600 undergraduate students in all majors. Only 17% of these students are female. In the spring 2015 semester, six female engineering students developed the Women's Engineering Network and the program was piloted the following school year. The purpose of this program is to help female students build their network within the School of Engineering and Technology and relevant professional fields. The program strives to empower individuals toward academic, personal, and professional success. The student led program consists of peer mentoring that connects underclassmen students with upperclassmen peer mentors to meet with on a biweekly basis. Additionally, the program hosts monthly social events to expand the participants' network and professional development events that provide opportunities to learn, grow, and connect with professionals in the field. These monthly events are open to all female students in the school. The first year of the program was a success. Twenty-four freshmen enrolled in the program and were matched with eight upperclassmen peer mentors who applied and were selected for the position. New peer mentors for the upcoming school year have already been recruited, interviewed, and selected as we are expecting to grow as word of the Women's Engineering Network at IUPUI spreads. This presentation will discuss the experiences of students developing, managing, and improving the Women's Engineering Network at IUPUI.

Matias, A.

Empire State College-State University of New York

Sandia

Mentoring in Informal After School Programs: STEM Graduate Students as Mentors

During 2013-2015, the State University of New York (SUNY) and the New York Academy of Sciences (NYAS) trained over 100 SUNY graduate students and post-doctoral fellows to deliver STEM content and mentor underserved middle-school students in an afterschool program funded by the National Science Foundation (NSF). Program training included teaching the graduate students and post-doctoral fellows the pedagogy and skills necessary to teach STEM content through a 15-week online course developed at SUNY Empire State College. The mentors also participated in weekly interactions with on-campus program coordinators and were supplied curricula materials from NYAS. Mentors were then placed at a local school participating of the program where they mentor the middle-school students. Follow up interviews and focus groups showed a positive impact of the program on the mentors. Specifically, mentors referenced increased confidence in their teaching skills and ability, as well as applicability of these skills in other areas of their lives. Furthermore, mentors felt they had a positive impact on the students in the areas of STEM learning and in motivating them to become STEMists after high school. Mentors' attitudes about the value of mentoring experiences for themselves in future career choices and employment also increased. Additionally, mentors stated that this experience would increase their employment opportunities in STEM fields. The program goal is replication throughout the United States. Here, we discuss the program's components as well as the challenges and lessons learned in the process.

Santini, F. & Skaggs, C.

Kennesaw State University

Spirit

Developing Mutual Mentoring Networks to Support Scholarship: A Case Study at KSU

Based on a series of initiatives implemented in the College of Humanities and Social Sciences at Kennesaw State University, this presentation analyzes the role of mutual mentoring within a rapidly changing institutional context and higher education environment. The project, started during the 2015/16 academic year, aims to promote a new culture of mentoring, in which the stereotypical power relation implicit in traditional mentoring is broken and replaced by mutual mentoring. This new model of mentoring supports and sustains faculty members at every level of their academic careers. After reviewing and addressing the most relevant scholarship in the field of mutual mentoring, the presenters will use KSU's project as a valuable case study that can be applied in the shaping of developmental networks to promote scholarly research in the larger academic community. With two campuses, limited funding for incentives, and increasing expectations for research productivity, KSU's institutional context provides valuable insights about the challenges and opportunities of implementing mutual mentoring at a large, public, comprehensive university. Finally, we will discuss findings, needs, and future goals. We believe that building strong developmental networks is particularly significant at a time when many academic settings are rapidly changing; consequently, faculty members, students, and administrators are feeling displaced and isolated. Defying that sense of isolation and bringing together diverse scholars at all levels in a meaningful way will help us build a stronger, more productive, and more successful academic environment.

Smith, D., Martinez, A, & Lanigan, J.
Washington State University
Scholars

Scholarly Mentor Program: Supporting Faculty in the Writing and Publication Process

The WSU Extension Scholarly Writing Group (ESWG) is a year-long mentoring program designed to de-mystify the writing and publication process for faculty on tenure or promotion track. The program pairs experienced, department-based faculty (DF) with county faculty (CF); many of which are more accustomed to program delivery than to writing for publication. The mentor-mentee relationship, intentionally referred to as accountability partners—a term developed by the WSU ESWG to convey mutual support and shared responsibility to the relationship—fosters a commitment to a regular writing schedule, attendance at training seminars, accountability check-ins, and manuscript development and submission. Monthly meetings with group members focus on discussing assigned readings and topics, such as generating relevant and manageable research questions, and understanding and working through the process of writing, submission, revision, and publication. A balance of in-person and internet based meetings promotes trust and collegiality helps members achieve previously determined goals. Coupled with an environment of mutual accountability between members, assigned partners meet frequently to check-in and discuss progress, identify barriers, and exchange resources. The writing group has been successful in establishing a mutual mentoring relationship of support, encouragement, and professional growth.

Wilson, J.
College of Southern Maryland
Amigo

Oars Against the Current: Using Feedback to Improve the Faculty Mentor Program

One way to improve the faculty mentor program is to listen to words, still warm, whispered by those who use it. Feedback is an important way to improve anything. Initially, we used paper forms handed out to mentors and mentees to capture their feedback and then when (and if) we got them back found it hard to get all the forms to everyone on the faculty mentor committee to review. Technology makes it easy to capture and share feedback so timely changes can be made to improve the mentor program. In this presentation, you will learn how to use free tools available on Microsoft OneDrive or Google Drive to create online forms linked to online spreadsheets to capture feedback from mentors and mentees. Microsoft OneDrive or Google Drive both allow the creation of online forms to capture feedback submitted by mentors and mentees. Online forms link to a spreadsheet that stores feedback. Online forms eliminate the creation, distribution and recovery of evaluations. They also allow users anonymity so they may alert you to what is good and bad about the program. Then one person can copy the feedback from the spreadsheet into an OneNote or Word file, also in the cloud. The link to this file is then sent to the committee, and the feedback can be reviewed for suggestions to improve the program. The annual report can store feedback and actions taken.

Morel, N.
Lipscomb University
Mirage

The Impact of Coaching on Leadership Competency Attainment

This paper examines the impact of a faculty-student coaching model on the development of cross-cutting leadership competencies. Since January 2015, students in the CORE program at Lipscomb University have participated in eight hour behavioral assessment centers in which they are assessed on 15 leadership competencies from the Polaris® Competency Model. Cohorts of 6 students at a time participated in the assessments. They were observed by three trained assessors. The assessment included multiple data points from a variety of simulated work experiences and was scored using rigorous behavioral assessment and data integration procedures by three assessors. Following assessment, students were assigned a trained faculty coach, who using a developmental coaching model, met with the student at least 30 minutes per week for a minimum of eight weeks over a 16-week semester. At the end of the semester, students were re-assessed, using the same rigorous data integration process as their initial assessment. Assessors did not know which competencies the students were focusing on, and scored them blindly on the same 15 competencies. Preliminary results showed that students showed significant gains in leadership competency attainment after working with a coach

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Plenary Session | 11:00 AM – 11:45 AM | Ballrooms A-B

Paul Stokes
Sheffield Business School

The Skilled Coachee: Lessons for Mentoring Theory & Practice

In this session, Stokes will be drawing upon his PhD research which is examined on the premise that, in coaching and mentoring relationships, the coachee can also be deemed as having process skills that are necessary for such relationships to be effective. He will examine the current theories on mentoring and coaching and will argue, using existing research and literature, that the prevailing discourse in coaching and mentoring tends to emphasize the role of the helper, but at the same time, play down the role of the helpee. The presentation will report on Stokes's hybrid research methodology which was qualitative, iterative, grounded; and emancipatory in nature. He will use extracts from his PhD research data to argue that coachee skills can be seen to complement those of the coach and can be subdivided into enabling and defensive mechanisms. Furthermore, he will argue that in mentoring relationships, a more equal distribution of responsibility for the relationship and the conversations is likely to lead to more effective relationships that are more sustainable. He will conclude by drawing out the implications of his research for mentoring: scheme designers, mentors, mentees, mentoring supervisors, and other stakeholders e.g. professional bodies and educational establishments.

Plenary Session | 1:00 PM – 1:45 PM | Ballrooms A-B

Audrey J. Murrell
University of Pittsburgh

Mentoring and the Work of Innovation

The power of mentoring relationships has been shown to impact a wide variety of organizational outcomes such as career development, leadership cultivation and diversity matters. This talk will make the case that the next phase of mentoring research should focus on the role that mentoring can play in driving the critical work of innovation. We will review the relevant literature on mentoring, discuss links to work on leading innovation and outline some of the critical questions that should define future work in this important area of mentoring research.

Concurrent Session | 2:00 PM - 2:45 PM

Clynch, H., Nelson, S.
St. Catherine University
Santa Ana A

Intrusive Mentoring and Leadership Development in Associate Degree Health Care Students

Many academic programs feature the development of leadership skills as an outcome of their curricula, but are not explicit in how this occurs or is assessed. This interactive session will assist the participant's ability to facilitate leadership development in entry-level associate degree health care students and objectively assess the outcomes of their efforts. The presenters will describe how they have used the teaching philosophy of their program, the mission of their institution and current leadership literature to create a developmental sequence of leadership activities that are included in multiple courses throughout their two-year curriculum. The presenters will share multiple examples of faculty and peer mentoring along with curricular activities that focus on recognizing leadership traits, connecting them to the student's role as a health care provider and then expanding those responsibilities to include serving and advocating for their patients, their profession and society as a whole. In addition, the presenters will discuss how the process of developing and modeling leadership traits with students serves to empower faculty leadership development. The presenters will provide sample objectives and assessment tools related to each activity that serve as benchmarks for the student's sequential leadership development. Methods of assessing entry-level leadership development via student interviews, self-assessment and development of post-entry-level leadership goals will also be discussed. The presentation addresses the outcomes of a literature review of strategies successful in development of leadership behaviors. A detailed summary of the overall inquiry is represented in a paper written by the presenters.

Cobia, J. & Hannah, J.
Samford University
Acoma B

Mentoring as the Bridge from Preparation to Practice for School Leaders

Leadership in a school is critical to improving student learning. There are common skills principals need to lead effectively. However, many schools and school districts face different challenges and therefore, require different leadership skillsets. Samford University's leadership preparation program has a long history of partnering with school systems to provide customized courses of study and development for their aspiring school leaders. Recently this approach expanded the partnership with school systems to form a bridge from preparation program to practice. The "bridge" is a mentoring process that supports both aspiring and practicing leaders. This session will include specific examples of how the mentoring process has been adapted to address the needs of both rural and urban school systems. Strategies and tools for feedback will be shared.

Ziccardi, A. & Greer, J.
Akron Public Schools
Luminaria

iC.A.R.E. Mentoring; A Community that Cares Implementing a Successful School Based Mentoring Framework in Ohio;s 5th Largest Public School District; Akron, Ohio

Akron Public Schools is located in Akron, Ohio and is the states' fifth largest district with 22,000 students in 48 buildings. In academic year 2014-15 the district looked to streamline and systematically organize the mentoring services taking place within their buildings, measure the outcomes of mentoring services and promote the positive impact and reach of mentors on youth. A community collaborative team was assembled to provide the capacity for growth and development of a district wide mentoring program. This collaboration utilized the seeds from an existing youth mentoring program, "MAN-UP," with the knowledge and support of district and community leaders to raise funding and recruit mentors. The program entitled iC.A.R.E Mentoring (Creating Authentic Relational Energy) is focused on building positive purposeful relationships for the students of Akron Public Schools. www.icarementoring.org The iC.A.R.E. design utilized several key resources: the MAN-UP's pilot guidelines, The ABC's of School Mentoring, a 2007 publication of the Hamilton Fish Institute on School and Community Violence (GWU), the National Mentoring Center at Northwest Regional Educational Laboratory, and How to Build a Successful Mentoring Program Using the Elements of Effective Practice, from the National Mentoring Partnership. The program is school based and follows specific guidelines of evaluation.

Rogers, N. M. & Zamora, H.
University of Texas Health Science Center
Alumni

Comadreando Through a Mentorship Program

This presentation describes the development and implementation of a peer mentorship program, which uses the concept of comadres (female close friends) and compadres (male close friends). It includes a description of how effective comadriando, defined as a relationship between an experienced person and a less experienced person for the purpose of helping the one with less experience, can lead to a student driven mentorship program. It includes information about the development and effective implementation of a comadriando mentoring program for nursing students. Information is provided on the essential components of a mentorship program, the role of mentors and protégés, and a description of the qualities needed to be a successful peer mentor. One of the major problems many professional fields face is their lack of minority representation. Minority students entering higher education programs in the field of health may be at risk for failure for a variety of complex reasons. Some may not recognize when they need help, thus delay seeking help until it is too late. Some are first generation students with families that may be unable to offer practical guidance and support. Many minority students come from educationally disadvantaged schools and consequently may come with poor spelling, grammar, and English language skills that negatively affect their academic success. Many students have not developed critical thinking skills, and some have insufficient financial resources and have the need to work to support themselves and their families. This leads to stressful situations that affect family, workplace, and social and academic arenas.

Rulli, C. & Richardson, G.
Philadelphia Regional Noyce Partnership & La Salle University
Isleta

New STEM Teachers in the Driver's Seat: A Paradigm Shift for Mentor Support

This continuing research reflects on the activities and outcomes of an innovative multi-institutional support program, in its second year of implementation, that employs an individualized support plan (ISP) to address low teacher retention among STEM educators in high needs schools. Concerns of professional practice as well as social-emotional needs were identified for second year teachers, all of whom were graduates of Noyce-funded teacher preparation programs at various colleges and universities in the Philadelphia region. The resulting needs informed action plans and subsequent personalized mentoring, social networking, and professional development activities. In parallel, the seven mentors of the new teachers engaged in professional development (PD) activities addressing program-aligned mentoring practices. Findings regarding the impact of the mentor PD program on mentoring practices are explored. Data was analyzed using the Concerns Based Adoption Model (CBAM) as a framework. New teacher needs assessments; mentor skills surveys, mentoring progress reports, new teacher self reports and a mentor relationship questionnaire were used to address the research questions:

1. What challenges do mentors face when providing teacher identified individualized support for new STEM teachers?
2. How well are new teachers' needs met by this coaching support?
3. In what ways can mentor development programs work effectively in this new mentor paradigm?

Implications for future new teacher mentoring practices and mentor development activities are discussed. Keywords: mentoring, individualized support, STEM, new teachers

Shick, J. & Tarrent, B.
Arizona State University
Fiesta A

The Big Build: Developing a Pipeline of Mentorship at the W. P. Carey School of Business

The W. P. Carey School of Business at Arizona State University offers undergraduate business students innovative and flexible developmental opportunities through mentorship. Using mentorship as a platform, the Undergraduate Programs Office provides students a variety of ways to excel and advance. Our mentorship programs are designed to be responsive to both students' and professionals' needs. With the support of Dean Amy Hillman, the W. P. Carey Mentorship Programs was created in 2014 to provide peer-to-peer support and guidance for select populations of students (out of state, commuter and international freshmen). Then, in 2015, alumni were invited to mentor current business students who sought career and internship direction and advice. Alumni work 1:1 with students or as small teams. According to some research, mentorship has a positive effect on students including increased communication skills, enhanced self-esteem and academic self-efficacy" (Hill & Reddy, 2007). In addition, other studies show that being mentored leads to more psychosocial support in the short term and more career development, business knowledge, and psychosocial support after the student has graduated and is working for three to five years (D' Abate, 2010). The W. P. Carey Mentorship Programs view mentorship as a pipeline that provides students a steady flow of important connections and information via peers (students) and professionals (alumni). We believe this model is allowing us to build a strong yet flexible and responsive community of mentorship that positively impacts both retention and professional development.

Ramos-Diaz, M. & Quintana, A.
Pacific Northwest University of Health Science
Fiesta B

An Update on the Roots to Wings Mentoring Program: Creating a Health Science Degree Pathway for Underrepresented Youth in the Lower Yakima Valley

This is an update on the Roots to Wings mentoring program, which was presented at the University of New Mexico Mentoring Conference in 2015. This article will present how the program grew, changed, what we learned from its expansion, and where it is heading as we plan for the third year implementation. The foundational purpose of the program was to expose junior high and high school students living on the Yakama Nation Reservation to careers in the health field. This year, the program's co-mentoring strategies were strengthened through the inclusion of Yakama Nation Tribal School (YNTS) students. The partnerships between

Pacific Northwest University (PNWU), Heritage University (HU), Mt. Adams School District (MASD) and the Yakama Nation Tribal School (YNTS) created a deeper understanding of the Yakama's values and traditions. These partnerships broadened the circle of influence and opportunities for Native American students and other underrepresented populations of the Lower Yakima Valley by providing those opportunities they would otherwise not receive. This presentation will provide the data supporting the growth, changes, and outcomes of the second year of the Roots to Wings mentoring program.

Doser, D.

University of Texas-El Paso

Acoma A

Mentoring Instructors to Teach About Earth for a Sustainable Future

In the past two years we have worked with the El Paso higher education community to increase the number of instructors using InTeGrate (Interdisciplinary Teaching about Earth for a Sustainable Future) materials in their courses. We have documented the steps we have taken to mentor and engage instructors and to collect their reflections on the mentoring process and these materials. Early adopters of the materials tended to be newer instructors and adjunct faculty who we engaged through focused one-on-one meetings. As the number of InTeGrate materials grew, we held workshops in Fall 2015 that helped instructors navigate the materials website, provided model syllabi for courses and offered hands-on experience with different types of pedagogy used in the activities. Over half of the workshop attendees (14 instructors) began to use materials in their Fall 2015 or Spring 2016 courses. Another 15% did not specifically use the materials but reported they had adopted similar activities in their classes. All instructors who used the materials once used them again when repeating a class, with about 60% of these instructors adding more InTeGrate content. Based on the success of the Fall 2015 workshops, we held special workshops for graduate teaching assistants in Spring 2016. Barriers to adoption included: the reporting efforts required by the program, reluctance to try new teaching methods, lack of alignment between the materials and the topics taught in their classes, and lack of time.

Harris, P. & Cocchiarella, M.

Arizona State University

Sandia

Building Better STEM Teachers

A partnership, funded by a US Department of Education SEED grant, among Arizona State University's (ASU) Mary Lou Fulton Teachers College, the National Institute for Excellence in Teaching (NIET), and 30 partner school districts will demonstrate the process for recruiting, training, and mentoring highly qualified middle school and high school STEM teachers for high-need schools. Practicing teachers in math and science were paired with undergraduate and graduate-level student teachers interested in teaching grades 5 - 12. One-on-one mentoring from a practicing teacher in classroom procedures, curriculum, and school climate was provided four days per week across the entire school year. An ASU faculty member provided weekly mentoring in assessment, instruction and classroom management. Students in elementary education, special education, and bilingual education at the elementary level were trained to become highly qualified in middle-level math or science (grades 5-8), while secondary education students were trained in grades 7 - 12. STEM activities and materials were available to nearly 200 practicing/student teacher pairs by an ASU engineering faculty member for use in grades 5 – 12 classrooms. Graduates of the program were also involved in first-year teacher induction that helped increase their emotional intelligence in the classroom. The induction mentoring was evaluated using formative and summative assessments.

Yar, H.

University of New Mexico

Spirit

English Language Teachers' Training Network in Pakistani Seminaries

This paper reviews the impact of Madrasa education reforms project of the government of Pakistan according to which the Pakistani government has sought to address the growing tide of terrorism and extremism by regulating and streamlining the country's system of religious education. Unlike the Biblical schools in western countries, the Quranic schools in Pakistan and in other parts of the Muslim world, limit the scope their education to the religious texts and Arabic language only. The envisioned purpose of education is based on pure theological concerns irrespective of any considerations of employment of the Madrasa graduates. The post-9/11 reforms in Pakistani religious schools have sought to introduce English language teaching in the Madrasa curriculum and integrating the religious seminaries into the national mainstream of educational and economic life. Since, the religious seminaries only source of funding is donations received from the general public, and in the absence of any governmental patronage, their ability to recruit and retain English language teachers is very limited. This paper reviews the literature on the subject and after identifying the ideological, technical and procedural constraints in promoting the teaching of English in religious seminaries, it proposes a mentoring network of in-house teacher training and development which would not only support the government's reform efforts but will also contribute to the development of these individuals by opening up the doors of employment in non-religious areas. This method of integration of the religious population would eventually help stem the tide of terrorism by reducing militancy and extremism.

Halko, G., Haughey, T., Gardiner-Shires, A., & Lucas, L.

West Chester University

Scholars

Reinvigorating a Culture of Mentoring: Mentoring the University Faculty Mentoring Program

We know what it takes to start a mentoring program, but what does it take to sustain one? At our public university, faculty are reassessing and reinvigorating our faculty mentoring program at its 10-year mark. This presentation will outline the three phases of our analysis: Phase 1: What have we learned? This phase recaps the program's initial development and implementation as well as lessons learned (Bean, Lucas & Hyers, 2013, Hyers & Brown 2006). Phase 2: What does our committee do? This phase examines the crucial role of administrative support and further defines the roles of the Faculty Mentoring Committee (Committee). The co-chairs of the Committee attended the University of New Mexico Mentoring Conference in 2015 with the charge of studying current best practices in faculty mentoring. During post-conference reflection, planning and implementation, faculty formed a crucial network of pro-mentoring colleagues. Phase 3: Where do we go from here? This final phase highlights the outcomes of Phases 1 and 2, including the inaugural Mentor Training Workshop held in May and August 2016. The Mentor Training Workshop was designed using a community-based participatory research (CBPR) model. As part of an evidence-based case study, we will present our Mentor Training Workshop and how we have successfully incorporated administrative sponsorship and cross-college networking. Furthermore, we will share how participants at the Mentor Training Workshop collaborated in articulating the possibilities of mentoring on our campus and explored coaching strategies to enhance their mentor/mentee relationships.

Frankland, E.

Casper College

Amigo

Developing an Organic, Comprehensive Faculty Mentoring Program

Over the past decade, Casper College, which is located in central Wyoming, has developed and administered a faculty led mentoring program for new full-time faculty, and select administrators, that encompasses a comprehensive approach over the course of one academic year and beyond. In spite of significant administrative turnover (e.g., four academic vice presidents over this period) and a relatively large number of new faculty being hired (mostly due to retirements), the mentoring program has continued to receive full institutional support and autonomy. The program combines regular formal training workshops after an initial two day faculty orientation alongside informal mentor-mentee relationships as well as cohort social events. The programming content is oriented towards the institution's three primary goals for full-time faculty- teaching, service, and research (see Jacelon etal 2003). The success of the program has been due to this integrated approach in addition to an organic feedback response loop related to the formal programming. The program has successfully endeavored to include new faculty as valuable members of the college and the broader community. It has also worked to energize existing faculty, better connect faculty and administrators, and foster an atmosphere of collegiality. This organic, comprehensive approach has been such an ongoing success due to faculty and administrative support with relatively minor financial costs. The general facets of the program draw on best practices from other institutions of higher learning as well as the constant stream of feedback from internal actors. The scope and content of the mentoring program could be utilized by other colleges and universities to develop, enhance, or modify their own faculty mentoring programs. This paper will provide a brief historical context of Casper College's mentoring program, an overview of the current program, and issues to consider for the future of the program.

Chrisman, T.

University of New Mexico

Mirage

Will Somebody Please Think of the Children? A Literature Review on Youth Mentoring

Will someone, anyone, think of the children? This emotionally-charged, cliché of a question has been asked time and time again by children's rights advocate, beginning in 1914 with the National Child Labor Committee (NCLC) and then propagated by its usage in President Clinton's 1999 speech on child labor (NCLC, 1914; Clinton, 1999). This paper asks the same question in arguing that more research, thought and attention needs to be focused on youth mentoring. Due to gaps in the existing research and literature, little is known and confirmed about the outcomes and effect of youth mentoring. Information on the basic definition, motivation, targets, and best practices of youth mentoring, though, can be found in the literature and are, therefore, explored in the following literature review. However, it should be noted that there are many uncertainties about the practice due to an underlying lack of foundational research, existing because researchers have focused only on extremely specific populations of youth rather than more typical and varied populations. The result is data that cannot necessarily be uniformly applied to just any population. This is why the following paper asserts that more information needs to be gathered about mentoring as a tool for improving the life and likelihood of success for all youth rather than the mere few who fit into extremely exclusive studies. Furthermore, the perception of youth mentoring seems to be limited to its preventative measure and use for intervention, rather than its ability to facilitate broader successes. It is imperative to think of the children and how they should be mentored as a whole, rather than as members of unique cross-sections of the population.

Concurrent Session | 3:00 pm - 3:45 pm

Johnson, P. & Cisewski, S.

St. Mary's University of Minnesota

Santa Ana A

Secure is the New Happy: What Christian Brothers can Teach us about Gen Z College Students

Bruno Bettelheim's research on childhood and the anxieties inherent in the process of maturity is fascinating in that it so appropriately applies to the behaviors and perceptions of today's college students. Bettelheim discovered that children live with two main anxieties that undergird their motives and actions: the need to be loved, and the fear that they are thought worthless. Bettelheim argued that children overcome these anxieties—or "grow up"—by plunging into the challenging but essential work of developing a sense of self-worth. For college students, maturity, and thus a sense of self-worth, is stunted by their struggle with issues of narcissism, competition and jealousy, as well as problems with parents and dependent relationships. Perhaps most interesting about Bettelheim's research is his solution: forming satisfying bonds with others. How can satisfying bonds with others be developed? The answer to that question is addressed in this presentation. The authors discuss the blending of developmental relationships and mentoring models, which offer emotional attachment, collaboration, and mutuality as well as realistic expectations, communication, and leadership. The authors then showcase an ideal mentoring model found in the Christian Brothers educational charism, which centers on authenticity and affirmation. The Christian Brothers model guides and encourages student development through its emphasis on human dignity, community, compassion, and service. The authors explain the value of purposeful and effective mentoring for the psychological growth of college students.

Moore, N.

Appalachian State University

Santa Ana B

Mentoring Transfer Students: Developing Positive Relationships for Transfer Populations

Due to the financial climate in the United States, more students are pursuing associate degrees at two year institutions, then transferring to four year schools to complete their bachelors degrees. Additionally, many states have incorporated what is known as "Early College" programs, where high school students earn an associate degree prior to high school graduation. This route makes college a more affordable venture for students, and has therefore become a common practice. Some universities have large transfer student populations, and they have noticed that transfer students come with unique needs. Most transfer students need some guidance in the areas of academics, adjusting to a new environment, and self-efficacy. Mentoring programs designed to get transfer students the assistance they need and to help them acclimate to the upper division college experience have been developed. Developmental relationships are at the core of this idea. The belief is that developing a relationship with these students through a mentoring program is important, and this is the foundation of some universities' missions to serve their transfer populations. This paper looks at different cases where mentoring programs have been established, the effectiveness of such programs, and tips for establishing and running such programs. A model for an effective mentoring program for transfer students will be presented.

Wanger, S.
Saint Mary's University of Minnesota
Acoma B

Reverse & Reciprocal Mentoring with Staff Teams: Developing Across Generations
Higher education administrative teams are complex organisms, particularly when they include staff representing multiple generational cohorts. Although research regarding generational cohort characteristics is widely debated there are clear differences in workplace expectations and values among staff team members. With the number of Millennial managers on the rise, reverse and reciprocal mentoring practices provide tools that leaders can use to bridge generational divides and capitalize on the strengths each member brings to the team. Reverse mentoring establishes relationships whereby younger, junior, or less experienced employees mentor older, more experienced or highly skilled employees, traditionally in the area of technology. Reciprocal mentorship is akin to Kram's (1985) idea of mutually-beneficial developmental relationships or to Tempest's (2003) intergenerational knowledge exchange within which dyads of cross-generational peers serve as reciprocal mentors. Leading these cross-generational teams is especially challenging when the leader is of a younger generation than their staff. This presentation will outline a model for reverse and reciprocal mentorship within a recruitment and outreach team at Saint Mary's University of Minnesota comprised of 10 primarily Baby Boomer Field Specialists led by a Millennial Director of Outreach. Highlights include techniques for implementing formal and informal reverse and reciprocal mentoring opportunities and an analysis of how generational characteristics may impact reverse and reciprocal mentoring relationships. A case study will highlight technology-focused mentorship around the implementation of a University-wide CRM system and the mentoring opportunities that arose from that training.

Lowry, K.
Florida State University
Luminaria

Developmental Mentoring for Developmental Academic Advisors
Florida State University has a student population of just over 41,000 students. There is no single organizational/institutional model for academic advising, but rather a mix of administrative program structures with academic advisors. Advising First (AF) is a program of FSU's Division of Undergraduate Studies and employs approximately 45 Academic Advisors and 16 College Life Coaches. Each coach works individually with a roster of selected students and fosters their growth in all aspects of their college experience. Coaches are stationed together in a centralized office. AF's advisors assist students in managing their academic program and connecting them to additional value-added opportunities. AF advisors are assigned to different colleges, departments, and academic units of the university in a decentralized, satellite manner. It is part of AF's mission for both coaches and advisors to take a developmental approach with students. Developmental coaching and advising have contributed to FSU's first-year retention rate reaching 93%. In support of advisors' and coaches' professional development, AF pairs coaches and advisors with a Senior Coach or Senior Advisor respectively, for mentoring them utilizing a developmental approach, which is developmental mentoring for developmental advisors. This presentation will focus on the development of AF's Senior Advisor model, its features and implementation, and the implications for professional development, giving participants the opportunity to reflect on this model in relation to their own setting.

Pluska, L.
Shenandoah University
Isleta

Using Developmental Relationships to Build Leaders through Mentoring
According to the School Leaders Network (2014), high principal turnover in K-12 education is increasingly becoming an issue with novice principals. A strong mentoring program has been shown to help novice principals be successful (Darling-Hammond, et al, 2007). The purpose of this study is to research effective ways to implement mentoring programs in Educational Leadership programs through collaboration with local public school divisions. According to a report from the Wallace Foundation (2016), it is essential for a high-quality preparation program to have strong university-district partnerships. Additionally, the study indicated the importance of a strong clinical experience with authentic leadership work. The draft of the National Educational Leadership Preparation Standards (2016) states how important mentors are for educational leaders with guidance on successful relationships. Higher education institutions often rely on an intern/student to select the mentor, often one that works at the same school and to "show the ropes" to the intern without any formalized training. To effectively implement a strong mentoring program, higher education institutions should conduct a needs assessment, formalize the mentoring program, conduct an orientation, develop an action plan for mentors and interns, provide training for both, and determine how to evaluate the program (United States Office of Personnel Management, 2008). The researcher will lay out the design needed to implement an effective mentoring program using developmental relationships in collaboration with local school divisions to turn out highly qualified leaders for school systems through the practicum experience.

Willbur, J.
Leadership Mentoring Institute
Fiesta A

Mentoring Innovative Leaders
There is a great need for innovative leaders in today's environment of increasing chaos and rapid change. This leadership trait of innovation is often referred to as transformative thinking or Innovation Quotient (NQ). Because of new brain scanning technology, we now have a much better understanding of brain function and characteristics of an effective innovative leader. There is good reason to believe that this type of thinking is not rigidly set, but can be mentored and developed given the right approach and if the leader has a more open mindset. This presentation will look at characteristics of high NQ leaders such as, open and reflective thinking, open versus closed mindset, adaptability, experimentation, moderate risk taking, proactive problem solving, high levels of self-motivation, self-confidence, and resourcefulness. The innovative leader also combines a paradoxically high level of persistence with a willingness to be flexible, as well as blending creativity with analytical thinking. This type of leader doesn't just connect the dots; they create new dots. They don't just think outside the box; they create new boxes. We will look at how successful innovative organizations such Pixar and Apple encourage the development of innovative leaders. How do such organizations foster not just innovative individuals but develop many such leaders in what is called collective genius or team IQ? The importance of selecting and mentoring competent team members, committed to a common vision, and especially willing to practice collaborative thinking will be highlighted. Mentoring practices for encouraging wider developmental strategies for leaders will also be explored. The availability of high-validity and high reliability selection tools to help identify and develop innovative leaders will be discussed.

Wyre, D.
Indiana State University
Acoma A

Show Me the Impact: Building an Evaluation Plan for Mentoring in STEM
Mentoring has become a widely used tool to prepare individuals for success in academe and the workplace. Therefore, it is no secret that effective mentoring requires a diversified, balanced mix of resources (i.e., mentors, coordinators, time, money, etc.) and commitment. Evaluation, whether formative or summative, remains a key component to determining the success and impact of various programmatic endeavors. As great focus has

shifted to STEM and career preparation of students, particularly females and other underrepresented groups, more evidence is needed to demonstrate the impact of mentoring. Although considered valuable, mentoring programs may struggle to articulate and demonstrate alignment with organizational goals and programmatic impact. Hence, the goal of this work is to aid in the progression and advancement of mentoring as a dynamic, outcome based tool. Further, the purpose is to a) present and address key performance indicators for STEM mentoring programs in higher education, and b) propose using the Phillips ROI Methodology™ as a framework for evaluating mentoring and demonstrating impact.

Mandrekar, J.
Mayo Clinic
Sandia

Importance of Developmental Relationship for Biostatisticians in Healthcare Setting

Recently, statistical associations have started recognizing the importance of developmental relationship in the career advancement of statisticians by offering short courses and presentations at national meetings. They have started a few pilot programs where the mentor and mentee matching (from different institutions) is done. Biostatistician in a healthcare setting routinely collaborates with multi-disciplinary teams which include clinicians, nurses, lab scientists, administrators and IT professionals. Primary collaborators here are busy clinicians, who are expected to engage in research. Effective communication, managing resources and meeting expectations thus become the necessary formula for success. One has to pick up these skills while on the job. Developmental relationship is critical to this learning process. With need for diverse set of interactions and expectations, a team of multiple mentors may be needed to cover different domains in such complex work setting. These may include senior biostatisticians, clinicians, administrators etc. Roadmap needs to be developed so that team members are able to spend time with the mentee regularly to groom them at a scientific, academic, personnel and time management. This process should involve assessment of the complete portfolio of the biostatistician at least annually and encouragement of the faculty to attend clinical meetings (networking). Some such efforts done in academic medical center setting and insights from personal experience as mentor and mentee will be discussed. Novel ideas and strategies for effective communication, making organizational impact and navigating through career path will be presented. These concepts are readily translatable to other fields of science, technology and humanities.

Clark, C.
Ubiquity University
Spirit

Longing and Belonging in the Contemporary World: Mentoring as Mooring

As human beings, we long for a deep connection that fosters a sense of belonging within us, healing our sense of isolation from one another and the natural world around us. The British poet David Whyte observed: "Longing is the transfiguration of our aloneness." When we mentor another human being, our goal is to transfigure their aloneness by picking up the pieces of their fragmentation, integrating all the disjointed pieces within a place of wholeness and well being, moving from isolation to intimacy. The Irish poet and philosopher, John O'Donohue noted: "There is a huge abyss within every mind. When we belong, we have an outside mooring to prevent us from falling inside ourselves." The essence of mentoring is to skillfully provide this outside mooring with beauty and emotional intelligence, to take another individual within the circle of a psychological embrace that creates order and a sense of belonging, for those in an active mentoring relationship. The goal in mentoring is to keep those we mentor from falling into themselves, from getting lost in their personal abyss of loneliness and separation. A presentation on the methodology of Mentoring as Mooring, as it applies to longing and belonging in the contemporary world, will be explored within the philosophical context of the works of David Whyte and John O'Donohue. During the course of this presentation, attendees will become familiar with innovative mentoring techniques they can successfully utilize with all those who enter into their circle of belonging, opening up new practice possibilities.

Liefeld, J.
Southern Connecticut State University
Scholars

Beyond Journals: Using Creativity and Whole Brain Mentoring in Higher Education

Beyond Journals will explore mixed media expression of the self of the student in mentorship training, and supervision of interns. Use of creativity to express process offers voice to critical "self of person" elements for college students-particularly those interested in human services. Participants will explore concepts, case examples and benefits of applying creative expression in higher education. Attendees will explore the concepts embedded in helping students develop their voice in ways that foster independent thinking and expression. This presentation directly addresses factors relevant in fostering student development in the areas of independent thinking, motivation and taking initiative and suggests approaches to help build bridges for millennial student adjustment to higher education settings. Use of mixed media expression facilitates deeper awareness in the self of student and offers a medium to deepen the dialogue about student process between professor/mentor and student/mentee. "Beyond Journals Project" was developed to help students, most particularly millennial students develop self-expression and practice creative thinking and expression. The project applied creative expression as a tool to facilitate creative thought, deeper manipulation of the learned materials. This project targeted the development of; student initiative, richer intellectual expression, vibrant understandings and "a ha! moments" by assignments that pushed them "beyond where they are limited by language and defenses",(Lowenstein&Sprunk,2010). This presentation will explore potential benefits, challenges and possibilities of using alternative methodologies to promote development in post-secondary environments, specifically focusing on the introduction of projects and assignments that push students to experience materials in new ways (Harter, 2007).

Carr, M.
University of North Carolina-Wilmington
Amigo

Self-Mentoring: Learning how to use the Love Child of Mentoring and Coaching

Self-mentoring, the act of leading oneself in an unknown environment, is a sustainable practice of developing individuals as coaches and mentors. Often viewed as a blend of coaching and mentoring - self-mentoring highlights the best techniques from both practices so individuals can apply both coaching and mentoring skills independently and as needed. One manner in which self-mentoring contributes to the development of any individual, whether a nurse, college professor, teacher, principal, real estate agent, or high school student, is through increased confidence and self-efficacy (Bond & Hargreaves, 2014) derived from being in control of their own success. When the self-efficacy of an individual increases, the efficacy of those around them may also increase (Bandura 1997), promoting higher levels of performance. Those involved in over five separate self-mentoring studies harvested benefits of self-mentoring through augmented motivation, but analogously in work-wide leadership roles. This paper will elucidate how to use self-mentoring to increase confidence and efficacy in any role. It begins with an overview of self-mentoring inclusive of theory and the results yielded from the research studies; self-efficacy and confidence as it relates to individual leadership; and how self-mentoring supports the development of leaders in any settings and organizational citizenship.

Jackson, W.
Reflective Resource Incorporate
Mirage

Generation Z: Mentoring Game Changers

It is difficult to imagine how young people who are not yet old enough to rent a car could dramatically influence workforce behaviors and mentoring systems in the 21st century. The generational cohort that wields this power is known as Generation Z. The oldest members of this cohort are 15 years old (or 21 depending on the method used to determine generational cohorts). While most are not yet old enough to legally drive and many have yet to be born, they are the generation that presents the most challenges to organizations who want to assimilate young employees into their workforce. Therefore it is important for mentoring programs to continue evolving in order to help the workplace cope with a multi-generational workforce. This session is designed for attendees who want to gain a better understanding of how generational differences impact mentoring relationships with a focus on those of the newest and youngest generation in the workforce. This session will explore the "Generation Z Effect" including the forces that shape this generation, as well as, the behaviors that challenge the current perceptions of employers and mentees under the age of 30. Sessions participants will acquire the ability to leverage both the energy of youth and the wisdom of more experienced employers.

Concurrent Session | 4:00 pm - 4:45 pm

Kohlenberg, R.
University of North Carolina-Greensboro
Santa Ana A

The Challenges of an Extended Career: A Conceptual Mentoring Framework

Although millennials have emerged as the largest living generation, baby boomers comprise what is becoming the largest number of individuals in the post-65 age group in history. Many continue to remain in their careers and even work into retirement. Through a project intended to rejuvenate the careers of long-term professionals, mentoring was demonstrated to generate a profound impact on the concluding years of a career devoted to teaching, research, and service. Working through a one-to-one informal mentoring approach and concluding with the concept of self-monitored mentoring, the concluding years of professional educators were transformed from unproductive years looking toward retirement to building and enriching that period through empowerment. The key to general health and maintaining a positive sense of wellbeing is to remain active, physically, intellectually, and emotionally (Centers for Disease Control and Prevention, 2009). Projects in related areas have attempted to demonstrate that the fittest of after-65 adults generally continue to function either within their chosen careers prior to retirement and afterward through involvement in some type of service related to a chosen profession. The purpose of this project has been to create a framework for older professionals who continue to function within their career or serve in some aspect of a service endeavor enhanced by previous professional experience. Building on the concept of self-managed mentoring, this conceptual framework is based on the idea that all experiences should be generated from the positive. Furthermore, a sense of empowerment can overcome challenges and issues and transform them into positive, life changing experiences.

Veas, G.
University of La Verne
Santa Ana B

Utilizing the Mentoring Lineage Framework as a Means of Mentor Professional Development

Grandmentor - Mentor - Protégé. Since the beginnings of humanity, this three tier generational archetype or Mentoring Lineage has been foundational to how our society operates. Yet, how many mentors have taken the time to thoroughly chart out and assess their relational ancestry in order to gain an accurate understanding of how these individuals, and the quality of their interactions with them, continue to influence their lives today? This is especially poignant as mentors seek to invest in and develop a healthy pedigree of protégés that will continue on long after they are gone. This workshop relies on the latest research on genograms. A genogram is a graphic way of organizing information gathered by social workers and psychologists in order to find patterns that gauge a person's context and reality. Participants will leave this workshop with a framework to visually map out any mentoring relationship, as well as tools to more effectively discuss life experiences with current and potential protégés. The Mentoring Lineage helps mentors obtain a more comprehensive view of journeying with protégés, acting as a type of professional development that can be drawn upon as they evaluate the strengths and weaknesses of their grandmentors.

Wottawa, R. J.
East Islip School District
Acoma B

Mentor Teachers Advice to Improve First-Year High School Teachers

This study adopted an interdisciplinary perspective and employed Q methodology (a mixed-method approach in which statements are sorted using a developed scale) to uncover the tacit knowledge (as defined by Polanyi, 1966; "you know more than you can tell") of mentor teachers and provided shared viewpoints of advice to improve first-year teachers. The advice was elicited from mentor teachers from public schools on Long Island and the greater metropolitan region of New York to provide first-year high school teachers the necessary guidance to improve their teaching effectiveness and first-year experience. During a series of 11 expert teacher interviews eight themes of advice emerged: Classroom management, Lesson planning, Technology, Assessment and data, Content knowledge, Communication and relationships, Professionalism, Other insights. The 56 advice statements were developed using the above themes and were sorted through an anonymous online Q sorting survey by high school mentor teachers (n = 71). The analysis revealed eight shared viewpoints of 99% of the participants and explains 56.2% of the variance. The eight Q models represent eight hypothetical mentor teachers reflecting advice to improve the effectiveness of first-year teachers. Generalized linear modeling (GLM) was used to predict factor loadings of individual respondents on each Q model, where the dependent variables represent the covariates including: (a) content area, (b) teaching experience, and (c) highest education level. The findings have implications for tacit knowledge development and transference, expert advice, and recommendations for educational practice, teacher preparation programs, and future research.

Ben, L.
BenMentored
Luminaria

Knowing Gender Mentoring through Gender Salary Negotiation
Gender mentoring—like gender salary negotiation—requires a deeper understanding of two separate and distinct components. These include human-human relational interactions and the activity's transactional processes. However, a more in-depth analysis on gender mentorship reveals relatively little information about either of these components—an analogy to solving two non-numerical unknown variables in a single linear equation...impossible to perform without concerns for validity. The importance of understanding gender mentorship regards the same level of knowledge that is required for understanding gender salary negotiation [i.e., whereby the genders' values and philosophies are distinctly different based on their negotiation skills/talents such that the outcomes result in pay differentials]. Thus, as with gender pay/salary negotiation, it is important to have a working understanding of the factors pertaining to gender and the mentoring process in order to attain successful mentoring outcomes that pertain to same-gender and cross-gender mentorship relationships. Hence, the purpose of this paper is twofold: First, to address the major issues that concern the mentoring industry; and second, to address the major factors that underlie successful gender mentorship protocol [i.e., to provide a better understanding on how to attain successful mentoring outcomes based on gender mentoring psy=chology].

Kearney, L.
Peru State College
Alumni

The Changing Role of the Mentor in the Retention and Academic Success of At Risk College Student
The purpose of this study is to examine recent literature and research regarding the unique needs and obstacles that underserved at risk college students face and to find specific strategies that will assist students in being successful in reaching their goals in college. The admissions process at many colleges focuses on the academic preparedness of student applicants. Therefore, the role of the mentor has been focused on academics and misses the opportunity to look at the complete student experience. However, the reasons that many underprepared students leave school frequently have more to do with factors outside of class than strictly with academic achievement. Therefore, the new role of the mentor must expand to meet the unique needs of underserved students. This project focuses on improving academic achievement for students and minimizing the limitations of underprepared students by offering a strong mentoring presence. The research addresses specific challenges underprepared students face, but emphasizes seeing the challenges as something to be overcome and not permanent limitations. The project identifies, examines, and discusses the unique challenges students face and examines how the "out of school factors" such as health and safety impact academic behaviors and learning. The design of this project is to identify appropriate strategies to help overcome the effects of under preparedness and poverty on student achievement and make suggestions for identifying mentoring practices that improve students' opportunities for success. The primary goal of this project is focused on finding specific strategies that mentors can employ to help students be successful.

Roach, C.
Bowman Middle School
Isleta

Mentoring New Teachers: A Guide to Providing Effective Coaching for the Classroom
New teachers enter the world of education with a hopeful expectation that their classroom will run like clockwork. Unfortunately, the reality is that many new teachers feel under prepared in many areas, often lack a strong mentor relationship, and leave education shortly after entering the profession. The US Department of Education did a 5-year longitudinal study in order to gain insight as to why so many educators were not lasting. While we often tend to think that teachers are unhappy and choose to leave, there was a surprising number of teachers who left education involuntarily because their contracts were not renewed (27% in the first year). This is a great contrast to the perception that salary, schedule, and workload are the major factors behind poor teacher retention rates. The study also found that more beginning teachers returned who were assigned a first-year mentor than those who were not: (92% and 84%, respectively). During their second year (in 2008–09), 10 percent were not teaching while fifth year statistics went up to 17%. The question begs to be asked: If new teachers were provided a strong mentor relationship and program module, would they secure the type of support needed in order to achieve a contract renewal to continue teaching in the future? This presentation will explore reasons why new teachers are not getting their contracts renewed, the type of "coaching" mentors should provide, and the instructional implications of working with a mentor.

Hale, M. & Gandy, J.
Dallas Baptist University
Fiesta A

Implementing a Mentoring Program as an Institutional Quality Enhancement Plan
In 2015, The Gallup Organization partnered with Purdue University to identify links between key college experiences and positive long-term outcomes. They wanted to know if college graduates were prepared to pursue their passions and equipped to lead fulfilled lives. The results indicated that certain aspects of the college experience are more highly correlated with the future well-being of college graduates. The study prompted a discussion at Dallas Baptist University that led to a review of how we are impacting the lives of our students both now and in the future. This conversation coincided with the development of a new Quality Enhancement Plan (QEP) as part of our reaccreditation process. After a thorough needs analysis, mentoring was selected as the QEP topic and a committee was formed to develop and implement a campus-wide mentoring program with intellectual, professional, and spiritual goals and outcomes. Researching, designing, implementing, and eventually assessing a campus-wide mentoring initiative is no small task. In this session, we will share the steps taken thus far, and the things we have learned in this on-going and ever-changing process. We will discuss the following: the campus dynamic regarding QEP and our history with implementation, administrative support, initial project considerations, software evaluation, assessment, plans for implementation, and the development of a pilot program.

Arca-Contreras, K.
College of Staten Island-City University of New York
Fiesta B

Nursing Student Success Coaching Program
A success coach collaborates with students in developing, implementing, and evaluating a strategic plan to achieve short and long term educational goals. Success coaches are select nursing faculty that integrate American Nurses Association (ANA) coaching competencies, evidence-based theory, and best practices that optimize nursing student outcomes, success, and retention. The literature indicates that all students can benefit from proactive and ongoing nursing support strategies, especially prior to and during the first semester. A formalized student success coaching program was developed and implemented in the spring 2016 semester at the College of Staten Island of the City University of New York. A faculty success coaching workshop was conducted in January of 2016. A seven-step nursing success coaching process was developed. Step 1, group success coaching begins at orientation. Step 2, the student establishes a relationship with the success coach. Step 3, the success coach clarifies any concerns or issues. Step 4, the student and success coach collaborate in identifying realistic and measurable educational goals. Step 5, the student and success coach mutually plan strategies to achieve goals. In step 6, the student implements the strategic plan. Step 7, the student and success coach follow up to evaluate the student's progress. A student success coaching program survey was administered to students on 05/03/16. A student success coaching program faculty survey was administered at the end of the spring semester to provide ongoing program evaluation. Feedback will help guide future implementation of the program.

Stewart, R.
Regent University
Acoma A

Mentoring International Students in a Biotech Graduate Program Enhanced their Success

Between the years of 2000 and 2010 the progress and success of 109 students studying in a graduate biotechnology program in Deep East Texas were monitored. These students were encouraged to match with a mentor/research director at either of two research centers in either Tyler or Nacogdoches as soon as possible after the start of their first semester classes. Of the 109 entrants, 38 had matched with mentors by the end of the first semester, 22 additional matched by the end of the second semester, and 20 additional had finally matched by the end of the third semester. Students that did not connect with a mentor within the first three semesters left the program before completion at over twice the rate as those that did connect with a mentor (26.6% and 11.9% respectively). The degree completion rates were very similar for domestic and international students when mentored (62.5% and 60.9% respectively). For international students the loss rate was 27.5% for those that did not have a faculty mentor while only it was only 11.6% for those that did.

Jones, F.
Morehouse School of Medicine
Sandia

The S.H.A.D.O.W Program...from Middle School Curiosity to Medical School Commencement

There continues to be a severe shortage of underrepresented minority (URM) physicians practicing medicine in the United States today. Even more concerning is the fact that the number of African American students applying to medical school is decreasing at an alarming rate. This is important because studies have shown that race concordant doctor –patient relationships are predictive of patient satisfaction. (1) Therefore, we must develop strategies to reverse this trend, and develop programs that will inspire, recruit, and train ethnically diverse physicians who will return to their communities and provide healthcare to underserved populations. It has been shown that African American and Hispanic physicians are more likely to practice in an underserved community. (2) With the passing of the Affordable Care Act, demand for these physicians of color will continue to increase. (3) The goal is therefore to increase the diversity in the physician workforce by developing a pipeline of academically talented minority students that want to pursue a career in medicine. The S.H.A.D.O.W. (See How A Doctor Organizes Their Work) Program is an example of a mentoring relationship that can help establish this pipeline.

Brooks, M., Huey, S.B.
Samuel B. Huey Elementary-School District of Philadelphia
Spirit

The Development, Efficacy, and Power of the Mentor. A Critique and Self-Assessment

The concept of mentor or teacher is often situated in the space where it is assumed that their very title, experience, and position places them in a position of all knowing, balanced, and esteemed rightness. These are the individuals that others seek out for answers, guidance, and direction concerning approaches to life, academic experiences, or viability within the economic sector. Most often it is just assumed that these individuals are true and exact based upon their track record, their client's/students' testimonials, or the manner in which their brand is projected in the public sphere. In reflecting upon my journey over the past several years I can clearly recognize the challenges, flaws, and struggles in maintaining the perceived notion that all is well within the person that was born to assist, redeem and activate others inner potential. The success and triumphs within my life have been great and truly affirming. However, the discrepancies, the road blocks, the unexpected cataclysms of work, societal norms, and life will have one not only feeling futile in their efforts, but also plunging one into a space of apathy or indifference toward their calling, their vocation. I am interested in reassessing and critiquing the tools utilized by the educator. Who does the educator turn to as a source of perseverance? How and when should they know to let go and move beyond a particular person or situation? We must contend with these inquiries if we are truly committed too genuine, transformative and effective practices.

DeWeerdt, D.
Marquette University
Scholars

Creating and Strengthening a Flourishing Mentor Program—and the Trifecta that Makes It So

When it comes to career discernment prior to college graduation, students have a seemingly endless list of questions. The challenge is that they don't always know where to go for answers- or even where to start. Enter the Marquette University Alumni Association (MUAA) Mentor Program, which matches student mentees with alumni mentors locally and in 15 states based upon major, career interests, and, in some cases, geographic preference following graduation. The formal eight-month program has been embraced by students and alumni along with faculty- the integral third program partner and a catalyst to the initiative's success. The program has produced significant results as demonstrated by the ongoing communication and interaction with mentors, mentees, faculty and University Advancement staff. For example, mentees have traveled across the country to shadow their mentors, secured full-time opportunities following graduation thanks to their mentors, and alumni have traveled across the country to return to their alma mater and visit with their mentee. Under the program direction of University Advancement's engagement and affinity-based giving division, the initiative has already generated extraordinary outcomes since its inception in 2013-14. This includes the following successes, according to mid-year and end-of-year surveys completed by participating alumni and students: 100% of participants would recommend the program to others, 96% of mentor and mentee survey respondents indicated the program exceeded or met expectations, 91% of mentors and mentees completed their established goals, An annual mentor retention rate of 92%. The program's success can be attributed to a 'trifecta' of alumni mentor, student mentee and faculty partner participation in collaboration with University Advancement staff. Extensive work was done prior to the program launch, which included identifying key program partners.

Ramamoorti, S.
Kennesaw State University
Amigo

Mentoring to Gain Contextual Perspective: A Perspective on Leadership Mentoring

In the late 1970s, Abraham Zaleznik described the necessity of a one-on-one mentor relationship in the development of leaders. In this paper, we describe a framework that can be used to understand the challenges in mentoring leaders. One of the key traits of successful leaders is their ability to remain flexible in the face of uncertainty and make sound judgments. The most generalized way to formulate the essential balancing act for contemporary global business leaders is to ask them: How do you execute in the now while thinking about the future? We live in dynamic, uncertain, and complex times where change is the only constant. So, what can a leadership mentor do for you? He/she can provide the lens to look at the world, and that lens helps the aspiring leader frame the problem. And that frame in turn may determine what lens you ought to use for optimal results and outcomes. Thus it all comes down to gaining contextual perspective. One of the most consequential positions in the corporate world is becoming the CEO. With more examples of the CEO brought in from outside, rather than promoted from within, how can we preserve the original founders' vision for the company? We discuss the stability-plasticity dilemma, and need for the roots and wings metaphor, to describe scenarios that allow for continuity (stability) with change (adaptation). We also provide an outline of future research directions in leadership mentoring and offer concluding remarks.

Loop, J. & Penziul, C.
Ithaca College & Tompkins Cortland Community College
Mirage

Internal Mentorship Funding for College Faculty

Tompkins Cortland Community College's College Teaching Center (CTC) funds faculty-to-faculty mentorships, faculty-to-adjunct mentorships and adjunct-to-adjunct mentorships. This paper explores the successes and failures of those mentorships over the past three years. The model of implementation in all pairings was the networking style of mentorship in which both mentor and mentee share experiences, knowledge and growth. Results range from a mentee who has since been hired in a full-time capacity to both full- and part-time faculty, whose responsibilities have increased to include advising, mentorship and curriculum revision, becoming better acquainted with their new roles. Limitations of this study include varying degrees of response on the part of mentors and mentees who may feel uncomfortable sharing all of the experiences or situational anecdotes. The results will be reviewed by the CTC board of directors as part of the center's annual report and for discussions regarding future funding for such mentorships. Keywords: collaboration, faculty teaching loads, teaching center, internal funding, external funding, faculty-adjunct relationships, mentorship.

Poster Sessions | 5:00 pm - 6:00 pm | Ballroom A, B, and C

Arca-Contreras, K.
College of Staten Island-City University of New York

Nursing Student Success Coaching Program

A success coach collaborates with students in developing, implementing, and evaluating a strategic plan to achieve short and long term educational goals. Success coaches are select nursing faculty that integrate American Nurses Association (ANA) coaching competencies, evidence-based theory, and best practices that optimize nursing student outcomes, success, and retention. The literature indicates that all students can benefit from proactive and ongoing nursing support strategies, especially prior to and during the first semester. A formalized student success coaching program was developed and implemented in the spring 2016 semester at the College of Staten Island of the City University of New York. A faculty success coaching workshop was conducted in January of 2016. A seven-step nursing success coaching process was developed. Step 1, group success coaching begins at orientation. Step 2, the student establishes a relationship with the success coach. Step 3, the success coach clarifies any concerns or issues. Step 4, the student and success coach collaborate in identifying realistic and measurable educational goals. Step 5, the student and success coach mutually plan strategies to achieve goals. In step 6, the student implements the strategic plan. Step 7, the student and success coach follow up to evaluate the student's progress. A student success coaching program survey was administered to students on 05/03/16. A student success coaching program faculty survey was administered at the end of the spring semester to provide ongoing program evaluation. Feedback will help guide future implementation of the program.

Augustine-Shaw, D.
Kansas State University

Mentoring school principals: Defining effective components and relationships

New school principals must develop important strategies to survive their first-year of practice. As new principals take the helm, they need support from experienced mentors who understand context and approaches that cultivate insight into serving a local school community. Mentors assist new leaders in identifying solutions in-tune with their individual leadership style, respond to stakeholder expectations, and the demands of the position. Mentoring programs make a difference when intense learning occurs and allow novice principals to refine skills and understand multidimensional decision-making. The Kansas Educational Leadership Institute (KELI) is a state-wide mentoring and induction program developed by Kansas practitioners that serves new principals as they bridge theory to practice. KELI has defined program requirements important to successful mentoring and induction for new principals. The model provides on-site, face-to-face mentoring delivered by trained Kansas principals. New principals receive monthly checklists and benefit from regional/state networking. Mentors develop a confidential and reflective environment that enables new principals to apply knowledge, examine personal beliefs, and consider daily interactions that positively impact the school environment. In 2-years of program data, 100% of mentees agreed that KELI support was helpful to them as a beginning leader and would recommend it to others. 100% of mentors reported that visiting the new leader on-site was essential to quality support. All mentors agreed that they grew professionally. KELI maintains a focus on building capacity and provides evidence of effective components and relationships that help new principals embrace their position with confidence.

Booton, B.
University of Missouri

Peer mentoring as an intervention to increace student success among URM STEM majors

This poster will outline an effective peer mentoring model for the mentorship of underrepresented STEM majors participating in the University of Missouri's NIGMS IMSD program. This innovative peer mentoring program has resulted in the growth and success of our IMSD participants, as well as yielding significant learning outcomes for the peer mentors. In the past eight years, our program has grown from 20 to more than 100 underrepresented undergraduates. We now have a cadre of 10 trained peer mentors who work with our approximately 80 incoming freshmen, sophomores and transfer participants. The specifics of the peer mentor training will be discussed including selection, responsibilities, a three-day training retreat, and on-going weekly professional development workshops. Our peer mentors assist underclassmen with acclimating to the university, achieving academic success, identifying and interviewing for research lab positions, as well as maximizing one's undergraduate research experience. Peer mentors also participate in our comprehensive IMSD program that integrates research, faculty mentoring, academic and social support, and professional development to prepare students to matriculate into graduate doctoral and medical/doctoral programs. Evidence of this successful intervention has been shown in focus group and external evaluator reports, student feedback, and success of our students entering summer research and graduate programs. With limited funding available to support professional program staff and varying demands of faculty at a research university, we have leveraged our peer mentors to expand, strengthen, and enhance our IMSD program for STEM undergraduates, while making the professional development a defining leadership experience for the peer mentors.

Aguirre-Romero, A.
Odessa College

First Year Experience Program at Odessa College

Odessa College, a community college in Texas with a course completion rate of 96% and a course success rate of 80%, is breaking its own record every semester. To aid in this effort, the College recognized the need to provide support when on-boarding new faculty. The First Year Experience for New Faculty is a holistic support system to help faculty be more effective in and out of the classroom. The participants will learn about the program. Training, New faculty are required to attend the following: •Drop Rate Improvement Program – 4 commitments, •AVID 101 •HR semester training •Faculty workshops Mentoring- Each new full time teacher is assigned a faculty member. I will talk about my experience being mentor and mentee. Coaching- Two class observations during their first semester; by the department chair, and by the Dean of Teaching and Learning. On-going coaching- The Drop Rate Improvement Program data provides the faculty member and leadership an opportunity to examine any areas of concern. Campus Involvement- Programs like OC-All in or Coffee & Conversation. With such a complete and innovative program, Odessa College is one of the top colleges in the nation. I will talk in the conference about it, and the participants will learn how important it is to build rapport in order to help the students be successful.

Brown, B.
University of Arizona South

Mentoring to increace cultural intelligence: Developing methodology and pedagogy

In an increasingly global world, there is a definite need for culturally adept leadership. Mentorship has proved to be an effective tool for developing individual leadership skills. Successful businesses recognize the value of mentoring to the degree that 70% of Fortune 500 companies include formal mentoring in their leadership development programs (Hagstad & Wentling, 2004). However, there are disconnects in research and practice around these ideas. In the last decade research suggests that formal networking programs are not as effective as developmental networks (Kram & Higgins, 2008). In addition, current cross-cultural training does not typically include mentoring (Durazo, Manning, & Wright, 2015). Overall, there is a lack of academic research demonstrating how mentoring can be used to develop relevant global leadership skills, i.e. cultural intelligence, or CQ (Earley & Ang, 2003). We draw on existing and original research to demonstrate how mentoring can be leveraged to increase cultural intelligence. We review the literature related to mentoring and cultural intelligence, highlighting the potential divides in research and practice. Next, we propose a methodology and pedagogy for implementing this approach in practice, as presented in a course design. The paper concludes with implications for leadership educators and scholars.

Bush, P.
Emory University

50 years of orthopedic mentoring: What has changed?

The training environment for physicians is suspected to have negative effects on humanism and professionalism for some trainees that adversely impacts their future workplace relationships (Coulehan & Williams, 2001). Professionalism is believed to be passed on through a combination of mentoring and role-modeling. One report of a study was found in orthopaedic literature on the subject of mentoring during residency although calls for better mentoring have abounded since the 1980s (Flint et al. (2009). This grounded theory study was designed to understand whether mentors help maintain humanism among orthopaedic surgeons. Results from 32 participant interviews about mentor/mentee experiences were compared. Eleven surgeons had been in practice between 31 and 50 years (34%), six had been in practice between 11 and 30 years (18%), and 15 had been in practice less than 10 years (48%). Analysis revealed 1) extreme changes in learning and working environments over the past half-century effect mentor availability and faculty time for effective mentoring, and 2) the youngest surgeons were more prone to seek mentors out for specific purposes to fill in gaps in their knowledge than they were to have long relationships with a couple of mentors. Whether this new paradigm of medical residency mentoring, that effectively means residents are creating their own developmental networks of mentors, will also continue to allow passage of humanistic values that are expected of physicians to future mentees, is an important question that remains to be studied in the future.

Chennat, A & Memillen, D.
Univiersity of Michigan & Association of Biomolecular Resource Facilities (ABRF)

Expanding upon the community of practice in a professional academic organization

The Career Development Committee for the Association of Biomolecular Resource Facilities (ABRF) is developing a mentoring program for its membership, which includes Core Laboratory scientists, directors and administrators. Our goal is to make our program flexible enough that any mentee can establish his/her own objectives and work with a suitable mentor to meet those objectives. These objectives may range from managing conflict in the workplace, embracing new scientific techniques, business management, career development for core employees, client relationships, marketing and salesmanship, incorporating LIMS systems that automate billing and data management... in short any topic that evolves from working in a Core laboratory setting. We have surveyed the ABRF membership and have determined there is a high interest for 5- 6 focus areas. These data will be presented as well as plans for a pilot and permanent program.

Clites, J.
California Univeristy of Pennsylvania

Coaching etiquette equals better students, better employees

The purpose of this poster presentation is to provide some tips on how to help students be better students and subsequently, better employees by coaching them in online professional etiquette. I currently teach registered nurse students, RNs, enrolled in an online baccalaureate nursing program. This means that while all of the students have already passed their licensing examinations and are now registered nurses, some of the students have only most recently graduated from their pre-licensure programs while others may have been out of school for quite some time. Although some of the students come to the program as digital natives (Prensky, 2001) and others, as digital immigrants (Prensky, 2001), students sometimes lack knowledge of professional courtesy/etiquette when addressing and working with college faculty in a university setting. This can lead to frustration on both sides and perceptions of incivility where nothing more than not knowing the right thing to do is closer to the truth. Professional etiquette missteps are further complicated/made more difficult in some respects, by technology, e.g., emailing, texting, etc., which may have been learned with little regard to boundaries of what is the right thing to say or do in professional correspondence. This has implications for student transactions with future employers and/or becoming future leaders and employers themselves. Pagana (2008), identifies etiquette as the "missing link" for success in the workplace, and recommends that everyone can enhance their professional etiquette skills, including online communication skills. This, she indicates, can lead to better employment opportunities. Also, while fads and trends come and go, professional etiquette never goes out of style.

Coffey D. & Thompson, W.
Kennesaw State University & Eastern New Mexico University

Promoting conceptual understanding with dialogue writing and multi levels of mentoring

This research study featured multiple levels of mentoring and dialogic writing opportunities designed to enhance conceptual understanding and enjoyment of scientific concepts. Throughout this learning cycle, university educators mentored graduate students, who in turn, mentored third graders in their classrooms. The university educators provided the teachers with a framework for mini-lessons and encouraged them to differentiate instruction for their classes. During mini-lessons teachers used carefully crafted questions to encourage their third graders to maintain a central focus while they explored scientific concepts in Collaborative Discovery Groups and wrote pen pal letters. Comprehension deepened as students first listened to poetry emphasizing scientific content and discussed it in mini-lessons. Then they read and discussed the poems in Collaborative Discovery Groups. After they shared insights and discussed ideas they gleaned from poetry, the third graders transferred this knowledge to pen pal letters. Thus, the university educators facilitated the social construction of knowledge as the teachers and their students progressed from familiar ideas to new insights in an ongoing cycle of learning. Data analysis showed that the 46 third graders gradually increased the quality and the extent of their communication as they shared their ideas through pen pal letters. Students who initially wrote four sentences of content began to write full pages of explanation. This sociocultural, synergistic process increased the depth of their writing over a four-week period, enhancing their dialogic communication through writing and their ability to explain scientific concepts. The cyclical nature of the reading and writing process, integrated with scientific concepts, gave all of the mentors new levels of insight.

Cunniff, D. & Marron, J.
National University

Participants will be able to identify the skills and trades of an innovative coach
Both teachers and administrators are looking for good role models or coaches to advise them on critical educational issues. The authors highlighted the key traits of an innovative educational coach and the skills needed to support creative decision making. The importance of speed, empathy, passion and other traits were discussed as key success factors in coaching support. By cultivating these specific traits, our future and existing educational administrators will find that that their confidence will be enhanced and their leadership respected. To the extent that our educational training institutions stress these leadership traits to their candidates will determine their success levels as innovative problem solvers and empathetic leaders. Each key trait was analyzed and tied to its importance and their impact on the stakeholders of their organization. The acronym "HELPPS" was used as a memory jogger for educators to keep in mind for their trait identification of heart, empathy, leadership passion and perseverance.

Dantzer, B.
University of British Columbia

Using self-determination theory to help mentors nurture high quality dyadic relationships
This research examines the efficacy of a cross-age peer mentoring program implemented in an after-school music program in a low SES community in Western Canada. Specifically, patterns of interaction and learning of five (high-school students) and mentee (elementary students) dyads are the focus. During the program, each dyad learned a short song on various instruments (piano, violin, cello) and then synchronized their respective portions into one song to be professionally recorded. Guided by Self-Determination Theory (SDT; Ryan & Deci, 2000), this peer-mentoring program aimed to help mentors support three fundamental needs (i.e., autonomy, belonging, and competence, the "ABCs") of their mentees. During skill-building sessions, mentors collaboratively created an 'ABC Companion' in which they defined autonomy, competence, and belonging together and also generated ways in which they could support these feelings in their mentees. This 'ABC Companion' provided mentors with a definition for each basic need (i.e., "What Is It?") and strategies to help support this need (i.e., "Go-To-Statements" and "Go-To-Strategies"). To support the learning and practice of mentors during this 2-month program, mentors attended two 'Mentor Support Meetings' where they completed learning templates and discussed their mentoring experiences. This poster presents the learning process and changes in interactions across mentors using qualitative description. Findings will also discuss how future mentors can nurture high quality relationships by learning the core ideas of SDT and why mentees benefit from this approach using their own perceptions. Data include: participant interviews and weekly logs; audio recordings of dyadic interactions; and a self-report questionnaire.

Dement, M. & Stout, N.
Indiana University-Purdue University Indianapolis & Women's Engineering Network

Developing and managing a student led peer-mentoring program for female engineers at Indiana University-Purdue University Indianapolis
Indianapolis University-Purdue University Indianapolis (IUPUI) combines Indiana's top schools of Indiana University and Purdue University on a single campus in downtown Indianapolis. The Purdue School of Engineering and Technology at IUPUI consists of approximately 2,600 undergraduate students in all majors. Only 17% of these students are female. In the spring 2015 semester, six female engineering students developed the Women's Engineering Network and the program was piloted that following school year. The purpose of this program is to help female students build their network within the School of Engineering and Technology and relevant professional fields. We strive to empower individuals toward academic, personal, and professional success. The student led program consists of peer mentoring that connects underclassmen students with upperclassmen peer mentors to meet with on a biweekly basis. Additionally, the program hosts monthly social events to expand the participants' network and professional development events that provides opportunities to learn, grow, and connect with professionals in the field. These monthly events are open to all female students in the school. The first year of the program was a success with twenty four freshmen enrolled in the program matched with eight upperclassmen peer mentors who applied and were selected for the position. New peer mentors for the next school year have already been recruited, interviewed, and selected as we are expecting to grow next year as word of the Women's Engineering Network at IUPUI spreads. This presentation will discuss the experiences of students developing, managing, and improving the new program.

Devlahovich, V. & Buriel, J.
College of the Canyons

It takes a barrio (ITaB): Mentoring Latino high school students into higher education
It Takes a Barrio (ITaB) is a program for minority high school students supported by the National Education Association Great Public Schools grant that utilizes elder and peer mentoring as key program components. During the first year in 2014-2015, ITaB hosted a cohort of students (N = 20) who began the program with little intent to enroll in higher education (n = 4) and ended the school year with a significant increase in college enrollment (n = 19). Mentors assist participants in learning and meeting college requirements, pathways to financial aid, student networking relationships, exposure to college campuses, counseling, career planning, community service, social justice, and cultural experiences. ITaB uses partnerships with the local community college, College of the Canyons (COC), and four-year universities such as California State University, Northridge (CSUN) to familiarize historically disenfranchised Latino high school students with higher education and introduces them into leadership roles with college clubs, for example, the League of United Latin American Citizens (LULAC) and the Association of Latino American Students (ALAS). ITaB's methodology for fostering mentoring relationships has been shown to significantly increase minority high school student ($p < .05$) enrollment in higher education and student engagement in school. ITaB's success has led to other high schools requesting the program be initiated at their sites, and that is what is currently being planned. The second ITaB cohort utilized a new and more robust quantitative and qualitative student survey instrument that shows interesting new data trends, which is incorporated into this research study.

Doser, D.
University of Texas- El Paso

Mentoring instructors to teach about Earth for a sustainable future
In the past 2 years we have worked with the El Paso higher education community to increase the number of instructors using InTeGrate (Interdisciplinary Teaching about Earth for a Sustainable Future) materials in their courses. We have documented the steps we have taken to mentor and engage instructors as well as to collect the instructor's reflections on the mentoring process and use of these materials. Early adopters of the materials tended to be newer instructors and adjunct faculty who we engaged through focused one-on-one meetings. As the number of InTeGrate materials grew, we held workshops in fall 2015 that helped instructors navigate the InTeGrate materials website, provided model syllabi for courses and offered "hands-on" experience with different types of pedagogy used in InTeGrate activities. Over 1/2 of the workshop attendees (14 instructors) began to use materials in their fall 2015 or spring 2016 courses. Another 15% did not specifically use InTeGrate materials but reported they had adopted activities similar to InTeGrate in their classes. All instructors who used InTeGrate materials once used them again when repeating a class, with about 60% of these instructors adding more InTeGrate content. Based on the success of the fall 2015 workshops, we held special workshops for graduate teaching assistants in spring 2016. Barriers to adoption included: the reporting efforts required by the program, reluctance to try new teaching methods, lack of alignment between InTeGrate materials and the topics taught in their classes, and lack of time.

Elliott, K., Jones, J., Manley, K. & Belcher, G.
Pittsburgh State University

Development and implementation of a statewide CTE teacher mentoring program

Dr. James Comer said, "No significant learning occurs without a significant relationship". This is true with students as well as teachers. The value of building quality relationships in a mentoring program cannot be overstated. At Pittsburg State University's Kansas Center for Career and Technical Education (KCCTE) the focus of the mentoring program is to foster relationships which promote the ability for new teachers across the state of Kansas to develop into high quality professionals. Since its inception in 2014, the KCCTE has been working with Kansas career and technical education (CTE) teachers to develop individual abilities through research-based practices. Using Charlotte Danielson's book, Professional Practice: A Framework for Teaching as a guide, the KCCTE has designed a mentoring program which allows the new, or struggling, CTE teacher to focus on improvement in one or more of the following areas: planning and preparation, the classroom environment, instruction, and professional responsibilities. Each individual teacher must request mentoring for themselves. Once the request is made, a plan is designed with a mentor to address one or more areas of concern. The mentoring program strives to meet the needs of the individual, rather than having a one size fits all approach. Each applicant is matched with a faculty member who becomes their mentor. The mentor and mentee then develop a plan which best meets the needs of the individual. This includes choosing visiting times and frequencies and using the Danielson resource to pinpoint areas of desired learning or growth.

Garcia, B.
West Texas A&M University

Mentoring post-secondary students through individualized student conferences

Recently, statistical associations have started recognizing the importance of developmental relationship in the career advancement of statisticians by offering short courses and presentations at national meetings. They have started a few pilot programs where the mentor and mentee matching (from different institutions) is done. Statistician in a health-care setting routinely collaborates with multi-disciplinary teams which include clinicians, nurses, lab scientists, administrators and IT professionals. Primary collaborators here are busy clinicians, who are expected to engage in research. Effective communication, managing resources and meeting expectations thus become the necessary formula for success. One has to pick up these skills while on the job. Developmental relationship is critical to this learning process. With need for diverse set of interactions and expectations, a team of multiple mentors may be needed to cover different domains in such complex work setting. These may include senior biostatisticians, clinicians, administrators etc. Roadmap needs to be developed so that team members are able to spend time with the mentee regularly to groom them at a scientific, academic, personnel and time management. This process should involve assessment of the complete portfolio of the biostatistician at least annually and encouragement of the faculty to attend clinical meetings (networking). Some such efforts done in academic medical center setting and insights from personal experience as mentor and mentee will be discussed. Novel ideas and strategies for effective communication, making organizational impact and navigating through career path will be presented. These concepts are readily translatable to other fields of science, technology and humanities.

Girdler, S.
University of North Carolina-Chapel Hill

Stress and burnout for women in academic STEM: Implications for mentoring

Women enter science, technology, engineering and mathematics (STEM) in numbers equivalent to men, but experience greater attrition at every stage of the STEM academic pipeline. We examined whether gender differences in burnout stress in STEM may be one contributor to women's attrition. Burnout results from cumulative role strain, characterized by high workload coupled with diminished resources, including mentoring and career/leadership development opportunities. Correlates of burnout include negative well-being and turnover intention. Conducted at a research 1 university in the southeast, our study used a concurrent parallel mixed methods approach involving a cross-campus survey of STEM (n=261) and non-STEM (n=48) women and men faculty along with three focus groups (n=10/group). Consistent with the demands of academia, all faculty reported they felt stressed a moderate amount of the time. However, only in STEM (23 departments) did women report feeling more stressed than men, and having fewer leadership and collaborative opportunities, less work-place integration, less support for research/teaching, that departmental climate negatively impacted well-being, and feeling less valued by the institution (index of turnover intention) compared with men (all Ps <.05). No gender differences emerged in non-STEM disciplines (22 departments). The intersectionality of race and gender contributed to increased workload and microaggression stress for women of color (WOC). Focus groups suggested beneficial moderators of burnout risk for women in STEM, including mentoring in psychosocial domains and work-family balance, role models and, for WOC, networking. This research will frame an empirically-based discussion on individualized mentoring approaches in academia based on discipline, gender, and race.

Griffen, T. & Wilson, K.
TRIO-Student Support Service

First generation students perceptions of academic experiences related to student retention

Higher education literature, policies, and practices emphasize the importance of student engagement to the overall success and retention of students. Most studies conducted on college students' focus on the impact of the postsecondary experiences (Pascarella, 2006). Considering student demographics and various educational structures of colleges, it is important to gain an understanding of conditions and experiences that might retain students in their postsecondary education (Murphy, 2008).

The purpose of this study is to use Kuh's (2003) theory of student engagement and Johnson, Johnson, and Smith's (1991) cooperative learning theory to examine the perceived engagement levels of student-faculty interaction; and the instructional use of small groups to benefit individual students and collective learning for first-generation college students. Engagement is determined through the students' amount of time spent on campus activities and how the college encourages students to participate in those activities (Kuh, 2003). Such interactions provide positive influence for degree aspirations, academic success, goal development, and adjustment to college (Kim & Sax, 2007).

The benefits of the cooperative learning theory are academic achievement, psychological adjustment and positive relationships among students. Students are encouraged to participate in the process of learning, create a fun classroom setting, and learn how to work with others. This method allows student groups to commit to a positive interdependence, individual accountability, face-to-face interaction, and appropriate interpersonal and small group skills (Johnson, et al., 1991). Information from this study provides an insight into how experiences of first-generation college students influence persistence in higher education.

Halko, G., Haughey, T., Gardiner-Shires, A. & Lucas, L.
West Chester University

Reinvigorating a culture of mentoring: Mentoring the university faculty mentoring program

We know what it takes to start a mentoring program, but what does it take to sustain one? At our public university, faculty are reassessing and reinvigorating our faculty mentoring program at its 10-year mark. This presentation will outline the three phases of our analysis: Phase 1: What have we learned? This phase recaps the program's initial development and implementation as well as lessons learned (Bean, Lucas & Hyers, 2013, Hyers & Brown 2006). Phase 2: What does our committee do? This phase examines the crucial role of administrative support and further defines the roles of the Faculty Mentoring Committee (Committee). The co-chairs of the Committee attended the UNM Mentoring Conference in 2015 with the charge of studying current best practices in faculty mentoring. During post-conference reflection, planning and implementation, faculty

formed a crucial network of pro-mentoring colleagues. Phase 3: Where do we go from here? This final phase highlights the outcomes of Phases 1 and 2, including the inaugural Mentor Training Workshop held in May and August 2016. The Mentor Training Workshop was designed using a community-based participatory research (CBPR) model. As part of an evidence-based case study, we will present our Mentor Training Workshop and how we have successfully incorporated administrative sponsorship and cross-college networking. Furthermore, we will share how participants at the Mentor Training Workshop collaborated in articulating the possibilities of mentoring on our campus and explored coaching strategies to enhance their mentor/mentee relationships.

Hartnett, S.
University of West Florida

The effects of mentoring programs: A study on augmenting workforce readiness capacity
Workforce readiness in college students occurs when graduates have core basic knowledge and the ability to apply their skills in the workplace. Business executives place a high value on the applied skills—sometimes referred to as soft skills—of professionalism, communication, leadership, critical thinking, and self-confidence. Workforce readiness and job success depend on a combination of social, personal, and applied cognitive skills. The literature identifies ways in which augmenting these skills can be accomplished, and mentoring could be an effective mechanism. Theoretically grounded empirical research is needed to both expand our understanding of workforce readiness and to inform effective mentoring. The context of our investigation is a mentoring program at a college of business. We examine the workforce readiness of students who participated in a mentoring program, drawing on mentoring theory. We gathered survey data over two years from a college of business and analyzed the resulting dataset through Partial Least Squares. The results reveal that mentoring makes a difference in increasing the workforce readiness of students. This study provides directions for researchers and implications for how business executives should mentor students for greater workplace effectiveness. The study has theoretical implications in showing that a theory of mentoring can very possibly be extended to students in a college of business.

Herdlick, M.
Tiffin University

Mentoring in the community for richer and holistic student success through student affairs
Development relationships are key to the success of students through the mentorship with faculty and staff who represent various campus departments. The Office of Student Affairs at Tiffin University has played a very dynamic role in this mentoring process through the community in conjunction with our students. We will be presenting evidence from three specific case studies that have been conducted over a number of years between the University and with the greater community involving both staff for college student mentoring but also college student to younger mentee relationship. The first case study revolves around the utilization of a diversion program for first time underage alcohol offenses. Data will be presented demonstrating how an education-based partnership between the Municipal Court system and the Office of Student Affairs has drastically reduced the rate of recidivism for alcohol cases and has promoted student success. The second study is a partnership with the Office of Student Affairs and the Tiffin Board of Education for STEM development. Through a grant from a private firm, we have teamed together to promote after class and weekend STEM programs for middle school students to excite and challenge students in the world of math and science. Finally, a special relationship was developed a few years ago called the Seneca County Mentoring Youth Links which is a collaboration between the Office of Student Affairs and college students actively mentoring the middle and high school students of our community.

Hubbell, A.
New Mexico State University

Undergraduate mentoring: The discovery scholars program at NMSU
The Discovery Scholars Program (DSP) began in Spring 2015, first as a pilot program with 2 students and 1 mentor. The first students presented their research at a national conference and both are continuing with new degrees, one an MA, the other another BA. The second cohort of 6 students and 6 faculty mentors began in Summer 2016. In Fall 2015 the number increased to 12 students and 12 faculty mentors and in Spring 2016, 19 students and 19 mentors began the semester with 17 pairs completing it. DSP includes students from the Humanities, Sciences, and Social Sciences and has been successful in encouraging students to apply and attend graduate school and/or advanced training programs. This paper includes the development of DSP, through research of other programs as well as interviews on campus at New Mexico State University. Then each of the goals of the program are examined followed by lessons learned. Data will be continued to be collected in Summer 2016 and Fall 2016 so there will be more data to share at the conference in Fall 2016 as well.

Kalel, C. & Fosmire, A.C.
Alabama State University

Engaging undergraduates in peer mentoring
The transition from community college to a 4-year institution can be difficult psychologically, and support systems are limited (Ellis, 2013). Further, more than 5.8 million students take distance education courses, instead of attending in-person lectures (Allen & Seaman, 2016) when they do transfer. Peer mentoring provides a means to mitigate transfer issues while positively influencing protégé integration and self-esteem (Collings, Swanson & Watkins, 2014). Electronic mentoring may be especially beneficial for distance education students.We propose that the benefits of electronic peer mentoring will help community college transfer students succeed during their first year studying at a 4-year institution. This poster highlights best practices from a mentoring class for students in their first semester. Best practices shared are 1) key course concepts beneficial to a mentor and 2) developmental assignments, including the capstone assignment to establish a personal mentoring philosophy. Evaluations assessing protégé satisfaction are also discussed. We present how the course facilitated successful developmental relationships, as well as describing lessons learned that will help make future courses more impactful.

Jasso, L.
Concordia University Irvine

Teacher perception of effective instructional coaching in professional development
The transition from community college to a 4-year institution can be difficult psychologically, and support systems are limited (Ellis, 2013). Further, more than 5.8 million students take distance education courses, instead of attending in-person lectures (Allen & Seaman, 2016) when they do transfer. Peer mentoring provides a means to mitigate transfer issues while positively influencing protégé integration and self-esteem (Collings, Swanson & Watkins, 2014). Electronic mentoring may be especially beneficial for distance education students.We propose that the benefits of electronic peer mentoring will help community college transfer students succeed during their first year studying at a 4-year institution. This poster highlights best practices from a mentoring class for students in their first semester. Best practices shared are 1) key course concepts beneficial to a mentor and 2) developmental assignments, including the capstone assignment to establish a personal mentoring philosophy. Evaluations assessing protégé satisfaction are also discussed. We present how the course facilitated successful developmental relationships, as well as describing lessons learned that will help make future courses more impactful.

King, P
New York City College of Technology

The Solar Decathalon: Mentoring a diverse urban population of over 40 nationalities
This presentation focuses on the unique mentoring experience of an ethnically diverse group of under-served students representing over 40 different nationalities from an urban public undergraduate institution, who commuted on a daily basis to their Brooklyn campus. This unique set of circumstances was simultaneously our greatest source of challenges and strengths. This seminal experience has redirected student careers, opened up new opportunities and has armed our students with the knowledge that when they apply themselves, they will succeed. Through a competition sponsored by the US Department of Energy (DOE), CityTech was one of 18 architecture programs participating in the DOE's bi-annual Solar Decathlon Competition, which challenged us to design and build a net-zero home, one in which the homes energy needs were met by a vertical solar powered array mounted on the south facade. Named DURA (Durable, Urban Resilient and Adaptable) our design responded to the impact of 2012's Superstorm Sandy which flooded NYC taking large parts of the city off the grid. A unique urban solution, our entry calls for the construction of a 4-story building of four to eight independent apartment units The pairing of an informal mentoring experience with the project based learning environment of an active competition provided our students with a unique and rich learning experience. When learning is directly connected to a physical experience, where students manipulate building materials with tools and begin to understand how materials behave a new level of understanding is possible and true knowledge is gained.

Kramer, L. & Barrera, I.
National University & University of New Mexico

Paradox and 3rd space: The forgotten elements in successful mentoring
Successful mentoring involves two major components: the relationship between mentors and mentees and the transfer of knowledge/skills from mentor to mentee. Typically, the mentee is perceived as the "giver" or helper and the mentee as the "receiver" or helpee in relation to these components. A review of research evidence by Lord, Atkinson, and Mitchell (2008) on mentoring and coaching defines mentoring "as being concerned with 'growing an individual,' [presumably the mentee] both professionally and personally. It is linked with professional and career development [presumably of the mentee], and is somewhat characterized by an 'expert-novice' relationship. It is not surprising then, two common issues become critical: the mentee's degree of investment in the mentoring process and the degree to which the mentee's unique strengths and capabilities are tapped and leveraged to achieve desired outcomes. This presentation focuses on two concepts designed to address these issues: paradox and 3rd Space, a concept associated with the Skilled Dialogue approach (Barrera and Kramer, 2009). These concepts have been found by the presenters to result in increased mentee buy-in as well as an increase in mentors' ability to identity and leverage mentees' unique strengths and talents. The first half of the presentation reviews selected literature in relation to the two issues identified above. The second half focuses on the benefits of addressing paradox and 3rd Space in mentoring relationships. Specific strategies for developing them in mentoring relationships will be given and concrete examples from the presenters' experience will be shared.

Lacueva, G. & Smieja, J.
John Carroll University & Gonzaga University

Inter-organizational, peer-mentoring groups for STEM women faculty at PUIs
Women are underrepresented in science, math, and engineering fields (STEM) and the percentage of STEM women at the Full Professor rank remains low. Women faculty at predominately undergraduate institutions (PUIs) face different challenges to career advancement compared to their counterparts at research-intensive institutions. In addition to carrying greater teaching and advising loads, STEM women at PUIs are often the only female in their departments. Across STEM disciplines, female faculty report problems with isolation (Xu & Martin, 2011). The value of formal and informal mentoring for career development and advancement is well documented (Sorcinelli & Yun, 2007), however, women faculty at PUIs often do not have access to mentoring programs. In this presentation, results from an inter-organizational, e-mentoring project for STEM women faculty at PUIs will be described. The project involved 70 women from 27 PUIs who were assigned to one of 15 small peer-mentoring groups called alliances. Each alliance was composed of four to six women in closely related disciplines and similar career stages but at different institutions. Alliances met regularly via video conference for group members to plan career goals and mentor one another. In addition, all 70 participants met face-to-face once a year for three years for horizontal networking with other participants at the same career level and vertical networking with other participants within their discipline. Preliminary results indicate these peer mentoring groups provided psychosocial benefits such as self-esteem enhancement, support for risk-taking, and increased career resilience. Participants also self-reported career benefits such as increased grant writing and scholarship activity. The strengths and weaknesses of the alliance structure will be described.

Liefeld, J.
Southern Connecticut State University

Beyond journals: Using creativity and whole brain mentoring in higher education
Beyond Journals will explore mixed media expression of the self of the student in mentorship training, and supervision of interns. Use of creativity to express process offers voice to critical "self of person" elements for college students-particularly those interested in human services. Participants will explore concepts, case examples and benefits of applying creative expression in higher education. Attendees will explore the concepts embedded in helping students develop their voice in ways that foster independent thinking and expression. This presentation directly addresses factors relevant in fostering student development in the areas of independent thinking, motivation and taking initiative and suggests approaches to help build bridges for millennial student adjustment to higher education settings. Use of mixed media expression facilitates deeper awareness in the self of student and offers a medium to deepen the dialogue about student process between professor/mentor and student/mentee. "Beyond Journals Project" was developed to help students, most particularly millennial students develop self-expression and practice creative thinking and expression. The project applied creative expression as a tool to facilitate creative thought, deeper manipulation of the learned materials. This project targeted the development of; student initiative, richer intellectual expression, vibrant understandings and "a ha! moments" by assignments that pushed them "beyond where they are limited by language and defenses",(Lowenstein&Sprunk,2010). This presentation will explore potential benefits, challenges and possibilities of using alternative methodologies to promote development in post-secondary environments, specifically focusing on the introduction of projects and assignments that push students to experience materials in new ways(Harter, 2007).

Mangione, R.
St. John's University

The Effect of a Peer Mentoring Program on At Risk African American and Hispanic Freshman
Peer mentoring programs are considered of vital importance because of disparities in retention rates, persistence, attrition, and academic success factors among traditional and nontraditional students. Mentoring, in general, is a potentially effective tool for engaging underrepresented and underserved individuals as stakeholders challenge the performance of institutions in higher education. With permission from the Institutional Review Board (IRB), this quasi-experimental nonequivalent control group study assessed the effect of participation in a leadership development peer mentoring network on educational outcomes of at risk African American and Hispanic freshman at an urban Catholic research institution during the first two academic years of program implementation. The study was grounded in the application of traditional and nontraditional student retention and persistence models, as well as academic advisement, mentoring, and student development theories related to acculturation, multicultural competency, and academic success. Student participants, referred to as scholars, periodically met with administrator and faculty coaches or mentors in a mixed race and gender developmental network, as well as with upper class peer leaders or mentors. Research questions sought to determine not only program efficacy, but also differential gender and ethnicity performance. Statistically significant results regarding program efficacy supported that participation in the program positively impacted first year academic success, as measured by cumulative grade point average and cumulative hours earned. Research questions testing differential performance did not produce statistically significant results regarding gender, ethnicity, or the interaction effect. Such findings supported that this leadership development peer mentoring program initially met the academic needs of the participants.

Matias, A.
Empire State College-State University of New York

Mentoring in informal after school programs: STEM graduate students as mentors
During 2013-2015, the State University of New York (SUNY) and the New York Academy of Sciences (NYAS) trained over 100 SUNY graduate students and post-doctoral fellows to deliver STEM content and mentor underserved middle-school students in an afterschool program funded by the National Science Foundation (NSF). Program training included teaching the graduate students and post-doctoral fellows the pedagogy and skills necessary to teach STEM content through a 15-week online course developed at SUNY Empire State College. The mentors also participated in weekly interactions with on-campus program coordinators and were supplied curricula materials from NYAS. Mentors were then placed at a local school participating of the program where they mentor the middle-school students. Follow up interviews and focus groups showed a positive impact of the program on the mentors. Specifically, mentors referenced increased confidence in their teaching skills and ability, as well as applicability of these skills in other areas of their lives. Furthermore, mentors felt they had a positive impact on the students in the areas of STEM learning and in motivating them to become STEMists after high school. Mentors' attitudes about the value of mentoring experiences for themselves in future career choices and employment also increased. Additionally, mentors stated that this experience would increase their employment opportunities in STEM fields. The program goal is replication throughout the United States. Here, we discuss the program's components as well as the challenges and lessons learned in the process.

Mayer, L. & Roscello, A.
Bergen Community College

Formalized long term mentoring through the tenure process
In 2013 Bergen Community College (BCC) initiated a new tenure process for new and untenured faculty. A systematic, meaningful mentoring relationship was a priority for the newer faculty. Mentoring was formalized as group mentoring in the first year and choosing a permanent mentor at the end of the first year. The permanent mentor stays with their new faculty member for the duration of their tenure process, four more years. Mentors formally commit themselves to the new faculty member and the time requirement. Throughout the process, the mentoring relationship is monitored for its development, as the mentor should emerge as the new faculty member's advocate and guide. The faculty development chair ensures the mentors meet the meeting requirements and are properly compensated for their time. At BCC, faculty mentors are relieved of 14 hours of student advising in exchange for mentoring. To qualify as a mentor, faculty must be tenured and have received at least one promotion. New faculty members are encouraged to choose mentors from outside of their discipline so there is a reduced possibility of mentors acting as gurus. Pairs are approved by the chair of faculty development. The mentor parings pairings are carefully considered for this long term relationship.

McLellan, M.
Wright State University

What's in your knapsack? Community engaged minors as setting for student success
The title of our study works off of a well-known article about White privilege, by MacIntosh. She discusses White privilege as a backpack of assets that Whites usually unconsciously have access to. Universities and colleges struggle with how to support "high-risk" students—such as first-generation, underrepresented minorities, and low-income students—as well as to develop meaningful inclusive experiences that enhance learning for all students. There is a lack of empirical work that examines community-engaged academic programs as settings to support "high-risk" students. In this paper, we discuss community-engaged undergraduate minors as sites where these students may find that they carry crucial resources in their knapsacks and where students can come together to build, share, and use skills to contribute to social change. The American Association of State Colleges and Universities selected five institutions to develop an "Urban Civic Minor." The initiative was based on the model of the Public Achievement program pioneered by Harry Boyte and Dennis Donovan at Augsburg University and the University of Minnesota. At Wright State University, the Youth and Community Engagement is situated in the College of Education and Human Services and the core courses are cross-listed with or offered through the Department of Urban Affairs and Geography. The WSU minor, like other programs, struggled to attract the undergraduate education majors targeted by AASCU; however, across our three-year collaboration, faculty from all campuses reported a high-level of minority student enrollment. This pattern is consistent with the WSU Nonprofit Administration certificate, another community-engaged minor. These programs rely heavily on student interactions with faculty, community, and peer mentors. Students are involved in service-learning or co-curricular projects in urban settings. Students in the Urban Civic Minors serve as "coaches" to urban youth engaged in community change in classroom or afterschool settings. As we have seen, students who may have educational disadvantages have experienced challenges that lead them to store distinctive forms of "cultural wealth" in what the "knapsacks" that they carry with them to higher education. Community-engaged programs offer both intensive, high impact relationships with faculty and community members and opportunities to leverage this cultural capital.

Melideo, S.
Marymount University

Repeart after me, "I AM A TEACHER": A 5 year review of professorate peer coaching studies
While university teaching professors are experts in their chosen fields and a significant number are researchers as well, THEY-ARE-TEACHERS. Unless they had been formally trained on the art and science of teaching earlier in their careers, they might not arrive at the university with a "packed teaching toolbox". Most universities have been offering professional development on topics such as engaging students, instructional delivery, and authentic assessments for ages. Yet many professors are seeking more. Peer coaching is not a novelty in the Kindergarten through twelfth grade educational arena, but at the university it is relatively novel. Over the past four years, I have been studying the effects of IRB approved peer coaching projects with the professoriate at a metropolitan area university. Participants agreed to read scholarly journal articles on the topic, attend peer coaching training sessions, learn varied instructional delivery and assessment methods, video tape themselves teaching, and engage in the whole peer coaching process from beginning to end with at least one peer coach. Extra care was taken to match peer coaches from different schools and departments across the university. In addition, supervisors were not paired with subordinates as peer coaching is not evaluative in nature whatsoever. Over the course of four years, the number of participants grew annually and some fascinating results ensued. What should be my subsequent stride?

Morgan, B.
University of Tennessee

Mentoring for motivation and purpose
Several authors, from various disciplines, relying upon both anecdotal and statistical evidence, have identified three primary influences on motivational theory. Although employing various nomenclature, these three influences may be described as autonomy, mastery, and purpose. In the absence of these influences, growth stagnates, resulting in high personal, professional, and institutional costs. The lack of these influences has been particularly acute in the legal profession, resulting in negative consequences for the legal profession and legal professionals. In response to the same, several law schools, law firms, bar associations, and in-house legal entities have developed mentoring programs with varying degrees of formality. Such interventions have yielded positive results in terms of effectuating change in the arenas of autonomy, mastery, and purpose. One such example is the mentoring program at the University of Tennessee College of Law which, over the past 5 years, has collected and analyzed longitudinal data indicating that participants in the college's mentoring program experience—with statistical significance—more positive association to these ideas. These results have driven growth of the program, as well as development of a new leadership institute that expands the mechanisms available for development of these ideas beyond the laws of the college and into firms, non-profit organizations, and the bar association. This session will explore motivation theory, how serving as both mentor and mentee can foster autonomy, mastery, and purpose thus promoting motivation, and how both anecdotal and statistical lessons learned from mentoring in the legal profession may be applied to broader audiences.

Nalbone, L., Anthony, A. & Walters, L.
University of Central Florida

Success of women faculty: Revisiting horizontal and vertical mentoring models

Borrowing upon the theoretical framework of horizontal and vertical models of mentoring identified by Keinänen and Gardner (2004), this poster presents the design and outcomes of a peer-mentoring community established by the Center for Success of Women Faculty at the University of Central Florida. Whereas the vertical mentoring model embodies the traditional hierarchical relationship between expert and apprentice (188), the horizontal model positions the mentor/mentee relationship as more democratic and fluid in nature (190). This poster reframes the vertical-horizontal dyad to elucidate how the formation and practice of mentoring communities might be aligned from the perspective of career goals as discussed in both small- and large-group settings. Our research suggests that framing mentor-mentee partnerships can contribute to developing effective partnerships for developmental relational pairings. As developmental relationships go beyond mentor-mentee relationships, in which there is a hierarchical dimension and the mentee typically looks up to the mentor as a "hero," we suggest that such pairings based on definitions of success can offer new organizational approaches to networking that can scaffold support for faculty otherwise potentially segmented into academic silos. As such, such triads and large-group peer mentorship can expand from current understandings of developmental relationships to support for career development and enhancement (Thomas 1990). From a sociological perspective such relationships are necessary for organizational advancement (Turner 1965). Our research offers new perspectives, which can contribute to supporting the integration of established and potentially marginalized faculty through establishing and supporting the achievement of personal definitions of success.

Nastasia, D. & Stephen, M.
Southern Illinois University-Edwardsville

Teachers as mentor for STEM extracurricular activities: Experience and training needs

Numerous studies show that K-12 students' participation in science, technology, engineering, and math (STEM) extracurricular activities, in which they work as teams to solve problems, complete hands-on projects, or prepare for challenges and competitions, contributes to both improvements in students' academic achievement and an increase in students' STEM career interest. Research has also documented that successful student participation is impacted by teachers' capacity to guide student teams' endeavors and serve as effective and inspirational coaches and mentors. This presentation examines how teachers view themselves as coaches and mentors for STEM extracurricular activities. In an initial quasi-experimental study, 33 teachers leading student teams in a robotics competition were provided with different types of mentor training (best practices, self-efficacy, or both) using a combination of online and face-to-face training. In a follow-up qualitative study, interviews and focus groups were conducted with nine teachers from the initial study, and an additional nine teachers leading STEM extracurricular activities in schools and community-based or university enrichment programs in the same regions. Study participants expressed in their own words who they are as leaders of STEM extracurricular activities and also if the project's training materials have helped or could help them. The teachers outlined their various mentoring experiences, reflecting on what is most fulfilling, what is a struggle for themselves and students, and how training can help. This presentation will showcase the emergent themes from the discussions and theorize how teachers transition from coaching to mentoring, aided by quality training materials.

Nicholls, C.
University of South Alabama

A multi-faceted mentoring approach for underrepresented minority pre-PA recruitment

The demand for a more diverse health care workforce grew due to the adoption of the Affordable Care Act. A diverse health care workforce has been associated with increased access to healthcare for racial and ethnic minority populations, greater patient satisfaction and increased provider/patient communication leading to decreased health disparities and increased health equity. Yet despite the advantages of a diverse health workforce the proportion of underrepresented minority (URM) physician assistants (PAs) has decreased over the past three decades. The percentage of practicing African American PAs steadily declined from 9.5% in 1980 to 3.9% in 2015. Over the past several decades the number of URMs applying for physician assistant (PA) school has remained low despite efforts to increase diversity within PA programs nationwide (4.1% African American; 0.6% American Indian or Alaskan Native and 0.2% Native Hawaiian or Pacific Islander). In order to increase the number and diversity of PA graduates, allied health programs are being called upon to develop and implement creative mechanisms to recruit URM students. PA programs have utilized site visit location presentations, pipeline programs and minority student-targeted presentations with limited success however one linkage is lacking, mentorship at the secondary and post-secondary levels. The University of South Alabama Department of Physician Assistant Studies has implemented a multi-faceted approach to recruit minority students through which mentorship is one facet. This presentation will demonstrate how mentoring students longitudinally as well as mentoring PA school applicants who were denied admission, converts to PA school matriculation.

Norwood, D. & Burke, D.
Designs for Change and Adjunct with Fielding Graduate University

Coaching for equity: The transformative potential of coaching in education

In this presentation, we consider how coaching can be a powerful tool to help educators increase their ability to discern and remedy inequities in K-12 school culture and practices. We base our paper on findings from our collaborative study where we explored possibilities for transformational coaching in education. We engage in cooperative argumentation from two perspectives: Norwood uses appreciative inquiry to look at the transformative potential of educational coaching to promote equitable and inclusive relationships and practices, and Burke uses critical inquiry to investigate possible hegemonic and non-hegemonic barriers to this potential. Norwood contends that holistic approaches can enhance the potential of educational coaching to transform school culture, provided that coaches have achieved advanced levels of emotional maturity, mastery of their craft, and the ability to access different ways of knowing to help guide the coaching process. Burke argues that two aspects of school culture—both hegemonic and not—influence the viability of educational coaching: administrators' ability and willingness to understand and facilitate coaches' work, and varying degrees of educators' awareness of, and openness to, equitable practice. We conclude that holistic approaches to educational coaching can offer transformative possibilities if coaches strive to cultivate mastery in an eclectic range of coaching theories and practice, and if coaches also learn to detect and mitigate hegemonic and non-hegemonic barriers to coaching in their schools.

Pearson, M.
California Baptist University

Natural, holistic mentoring—best practices

When a mentoring culture is established, mentoring relationships develop naturally. The practical, purposeful relationship of the mentors and mentees creates a natural holistic mentoring situation. The two types of mentoring relationships examined in this study are mentoring relationships between fulltime faculty and professionals seeking to serve as adjunct faculty members and relationships between student interns and faculty. Both groups of mentoring relationships developed with a common purpose. The purpose was to advance employment opportunities for the mentees. Surveys and interviews were conducted to establish effective practices for natural, holistic mentoring relationships. The first category of mentees consists of seven public relations and marketing professionals who wanted to become adjunct professors in public relations, a field they worked in, and were educated in. A mentoring relationship was established between fulltime faculty members and the professionals as they worked to meet the challenges of obtaining and teaching a college level course in their area of expertise at the university level.

The second category was comprised of student interns who participated in a collaborative project with California Baptist University Online and Professional Studies and the Riverside Downtown Partnership. This student group included 23 students who participated in paid and unpaid internships. The students were supported with an intricate support system in the form of in person and online mentoring relationships. Interview transcripts were analyzed to create best practices for both categories of internships. A holistic, natural approach to mentoring emerged. Data and best practices for future projects were established through this study.

Peltz, C.
Eastern Michigan University

Evidences based mentoring program to support NCLEX-RN preparation

Mentoring has been identified as a key education program support structure to facilitate student success. A mentoring program to address a decline in NCLEX-RN performance was designed to address key findings with regard to who students perceive to be their mentors and perceived support received from their mentors, as reported in prior research by Peltz and Raymond (2016). Method: Satisfaction scores of program kickoff (N = 385) were obtained and focus group interviews (N = 22) conducted. Focus group questions pertained to: program orientation/kickoff; perceptions of mandatory attendance; family, peer, and faculty mentoring effectiveness; enrichment sessions; and suggested program additions. Results: Participants rated their level of agreement using a scale ranging from 1 (strongly disagree) to 5 (strongly agree) for kickoff program satisfaction overall rating (M = 4.73; SD = 0.54) and feeling informed (M = 4.83; SD = 0.55). Focus group interviews identified that all participants reported that program orientation/kickoff was beneficial. Student and family perception of mandatory attendance was positive. Perceived support from family mentors increased. Perceived support from peer mentors was found to be adequate. A quarter of the participants reported robust support from their faculty mentor. Enrichment sessions were described as extremely helpful. Conclusion: Building on the identified strengths of this program, such as continued integration of family and considering modifications of the role of the peer and faculty mentor, our research agenda continues to move forward to offer an evidence base to support mentoring of nursing students.

Philipsen, M.
Virginia Commonwealth University

Focusing inward and outward: The design of a unit-based mentoring program

At most institutions of higher education, faculty and student mentoring programs abound. Virginia Commonwealth University is no exception but faculty mentoring exists in "pockets," offered only in some departments, and only to some faculty. A comprehensive mentoring program is lacking. This paper details a thoughtfully designed mentoring program for one unit, a School of Education (SOE). Its design allows for it to be scaled up to the university at-large. Based upon the literature on best practices, it intends to do both: focus inward by socializing faculty into the culture of a unit (School of Education), and focus outward by connecting faculty with individuals in the university and the field. The program has two components: 1) a public component consisting of career development workshops throughout the year, and 2) an individualized component consisting of a customized mentoring portfolio for each tenure-eligible faculty member. The program allows for growth, and includes faculty across career stages. A mentoring coordinator will conduct needs assessments with new faculty, assist in the design of the mentoring portfolio, use a database for matching purposes, educate mentors/mentees about successful mentoring techniques, organize workshops, and monitor the success of the mentoring relationships. Evaluation of the mentoring program will be conducted through a third party, the School of Education Office of Research/Professional Development and Office of Assessment. The purpose of sharing the program is to show how the literature on best mentoring practices might be realized in practice and to solicit feedback from the audience to further refine the program.

Popadiuk, N. & Dyke, R.
University of Victoria & Gustavson School of Business

Exploring the uniqueness of mentoring international business students

What makes a strong professional business mentoring relationship with international students from China, India, and South Korea? In this presentation, we will explore this question by sharing relevant findings from an ethnographic study focused on international students who joined a business mentoring program. Specifically, we will explore the relationships between international business students and their community business leader mentors at the Gustavson School of Business at the University of Victoria on Canada's west coast. Findings from this study are congruent with the larger body of literature, which suggests that the core conditions leading to effective mentoring outcomes are similar to those for domestic students. Qualities such as mutual trust, respect, openness, and a sense of authentic connection often underpin successful relationships. Unique findings show that a mentor's capacity to see their international mentee, as "an individual" beyond cultural stereotypes is one key to success, while the ability to sort out the nuances between cultural, personal, and developmental learning is another. Additionally, differences of language, behavior, and worldview need to be negotiated with curiosity, and viewed as valuable assets in our technological and globalized world. We will provide recommendations for emerging best practices in working with international student mentees and professional community business leaders in formal mentoring programs.

Reinsma, C.
Kids Hope USA

Mentoring in the middle: Middle school mentoring and developmental assets

numbers of mentoring relationships end prematurely however, often because mentors perceive dimensions of mentoring to be unsatisfying or beyond their skills. Using a quasi-experimental pretest posttest design, the 20/20 Vision Project explored student outcomes and mentor experiences for a group of 15 5th and 6th grade students at an intermediate school in the upper Midwest. Students and mentors were matched in developmental relationships that focused on building developmental assets over the course of one school semester. Matched pairs met for 40 minutes one time per week for 132 weeks. Mentoring pairs spent time using an asset focused activity curriculum, playing games, doing crafts, and talking. Student outcomes were measured using the Developmental Assets Profile (DAP) as well as comparing mentored versus non-mentored students on behavioral referrals. Mentoring relationship quality was assessed from both the student and mentor perspective at one month and again at three months using survey, interview, and observational data. In general both mentors and students reported a high level of relationship satisfaction.

Richard, S.
Richard Associates Marketing Consulting

Millennial leaders: Mentoring for the new generation

How can we foster leadership qualities in the Millennial generation? Many young people aspire to lead in organizations. With Baby Boomers in late career and innovative business models on the rise, Millennials are poised to take a significant role in the workforce. As one of the largest generational cohorts, Millennials will change the way we work. Young professionals are searching for meaningful work and a sense of purpose that enables them to make an impact. With a lack of experience and skills, young leaders look to seasoned professionals for mentoring and guidance for their development of management proficiency. To create increased confidence in young leaders, role models are necessary to assist in the effective progression of leadership style to truly influence others. The collaborative as well as competitive nature of the younger generation creates an opportunity for improvement in communication and strategy with cross-functional implications. Enhancing "soft skills" like social interaction, networking, emotional intelligence, critical thinking, and teamwork, especially for a multi-generational workforce, mentors are able to build on the knowledge and skills already present. Based on over two decades of practical experience, we'll have an interactive discussion on how to cultivate leadership in Millennials by enhancing their soft skills to develop the ability to manage in a multi-generational workplace. The new generation will be tasked with the ambitious goal of revolutionizing the work environment for all.

Roberts, S., Hinds, B., Ghazi, F. & Morck, K.
Wayne State University

Mentors mentoring mentors: Building networks to support women and girls in STEM

The Gaining Options: Girls Investigate Real Life (GO-GIRL) program includes a suite of out-of-school initiatives for adolescent girls in grades 7 -12. The mission of the program is to increase the competence and confidence of adolescent girls in the areas of mathematics, technology, scientific thinking, and communication by engaging them in experiences that promote an interest in STEM (Science, Technology, Engineering and Mathematics) and build capacity to pursue STEM related careers. Undergraduate mentors supporting girls grade 7 through grade 12 to promote interest, accessibility and success in STEM careers is central to all program activities. The initial program was launched in 2002 with 7th grade girls attending a semester long Saturday enrichment program supported by undergraduate mentors. From there, the program grew to include Saturday Keeping in Touch workshops for participants through grade 12. This paper addresses the most recent addition to the GO-GIRL program, Gaining Options: Girls Investigate Real Life through health-related STEM Disciplines, supported by the National Institute of Minority Health and Health Disparities. * The goal of this project is to increase the number of girls entering college with both the capacity and the intent to pursue health-related STEM careers. Girls who attended the winter Saturday sessions and are incoming 8th through 12th grade students are eligible to continue their mentoring experience by attending four day summer residential academies themed around health-related STEM fields. For the 4-day summer residential academies, three girls are assigned to each female undergraduate mentor. Girls and their assigned mentor stay in a dorm suite and work side by side during collaborative learning activities, college campus experiences and laboratory classes taught by STEM faculty. Mentors and girls reconnect after the summer residential academies through activities such as underwater robotics, biology and chemistry laboratory experiences and museum visits hosted at universities and in the local community. Although adolescent girls were the initial target group for the mentoring component of the project, it has become apparent that informal mentoring relationships were developing between and among groups participating in the program. This paper reports the Mentoring Continuum Model (MCM) that has evolved during the implementation of our project, a model that strengthens professional relationships among female mentors and mentees across a continuum that includes girls, undergraduate students, and faculty. In this paper, we discuss the Mentoring Continuum Model and share strategies and lessons learned.

Roos, J.
California State University- Fresno

Leadership and collaboration through peer mentoring in physical therapy education

Formal peer mentoring models have been used in medical education. Post-physical therapy graduate mentoring exists online, in formal residency and fellowship programs in the workplace for newly graduate physical therapists. But, within the entry-level doctorate of physical therapy, mentoring programs are inconsistent and traditionally include faculty and clinicians as mentors. Peer mentoring, although it exists, has not been formally studied or implemented at Fresno State, Department of Physical Therapy. To date, there is no evidence in the literature that supports formal peer mentoring programs in an entry-level Doctorate of Physical Therapy (DPT) program. In alignment with the American Physical Therapy Association (APTA) and the Commission on Accreditation for Physical Therapy Education (CAPTE), Fresno State's entry-level DPT program promotes advocacy and leadership for the profession. Whitman and Fife described peer mentoring as a "subset of collaborative learning movement in higher education." The purpose of developing a peer mentoring program is to promote excellence, elevate professionalism, and enhance leadership skills amongst doctoral students and newly graduated DPT professionals. Collaborative skills will prepare students to successfully interact with peers within a multidisciplinary team. Phase I in spring 2016 was a pilot study of purposeful sampling across three cohorts of enrolled DPT students who voluntarily attended focus group sessions to identify emerging themes related to peer-mentoring. Phase II in summer/fall 2016 includes ongoing qualitative data analysis to aid in questionnaire development to assess the needs of peer-mentoring across all three cohorts of actively enrolled entry-level DPT students at Fresno State.

Santillan-Jimenez, E.
University of Kentucky

Using research center-based mentoring to increase minority participation in engineering

Although a diverse workforce is considered critical to the advancement of science and engineering, assuaging the underrepresentation of minorities in these fields remains challenging. Mentoring is an effective tool for improving academic performance that has also proven capable of attracting and retaining minority students. However, albeit some reports exist on the mentoring of minority students in engineering, work in this area is still inchoate. For instance, there is a lack of literature on the potential benefits of housing these programs in research centers relative to traditional engineering departments. The latter is unfortunate, since research centers commonly display a number of characteristics that make them an ideal venue for mentoring initiatives designed to increase minority participation in engineering, including higher research staff-to-student ratios, the absence of the role strain caused by the teaching and administrative load of faculty, and highly topical research portfolios. Notably, a mentoring program based at the University of Kentucky Center for Applied Energy Research is currently striving to fill this knowledge gap, the emphasis being placed on addressing the shortcomings found in previous mentoring studies. Indeed, both cross-sectional and longitudinal components have been included in a quasi-experimental design comprising multiple controls. In addition, both objective (e.g., GPAs and retention rates) and subjective (e.g., feelings of integration to the university environment and opinions on the importance of having a mentor of the same race and/or gender) parameters are being monitored and evaluated in order to assess the effectiveness of this intervention and understand the lived experience of participating students.

Schroeder, R. & Lewis, D.
Albizu University

Developing a peer mentoring program in an ethnically diverse doctoral psychology program

Background: Mentoring in academic institutions, either in the form of peer or faculty mentoring, has been shown to be a positive experience for mentors and mentees alike (Bigelow & Johnson, 2001; Kiersma et al., 2012). Mentored individuals have reported experiencing personal, social, and academic benefits (Elman, Illfelder-Kaye, & Robiner, 2005; Kiersma et al., 2012; Sanchez, Bauer, & Paronto, 2006; Webb, Wangmo, Ewen, Teaster, & Hatch, 2009). Minority mentees, specifically, have reported increased motivation and feelings of belonging (Phinney, Torres Campos, Padilla Kallemeyn, & Kim, 2011). Objective: With the knowledge of these benefits and the lack of a mentoring program at Albizu University (AU), an ethnically diverse and multicultural university, a needs assessment was conducted to assess students' mentoring needs. Results: Of the 295 students registered, 43% (n=126) responded to the survey resulting in 85% identifying as an ethnic minority with the largest percentage as Latino/Hispanic (64%), and more than 65% endorsing that a peer mentoring program would personally benefit them and the Psy.D. program. Only 37% had a sense of belonging to the university, and 25% reported satisfaction with campus clubs and social activities, while 77% were satisfied with friendships, and 70% with their professional, faculty relationships. Conclusions: The needs assessment indicated a clear need for a mentoring program and assisted in the objectives and design of the program. Constructed from these results, the Peer Educational Enhancement Resources (P.E.E.R) program was specifically designed to meet the needs of minority graduate students at AU.

Simeon, T.
Northeastern Illinois University

The Student Center for Science Engagement (SCSE): An urban Hispanic serving institution model of achievement for STEM undergraduate recruitment and retention

The Student Center for Science Engagement (SCSE) at Northeastern Illinois University (NEIU), a Hispanic Serving Institution (HSI), was established in 2008 with the mission to support students majoring in science, technology, engineering and mathematics STEM disciplines with the challenges they face in their academic and career development. Mentoring relationships, critical components of the SCSE's influence, are fostered by the SCSE's advisors, mostly Ph.D.-level minority scientists. Accessibility to STEM professionals who reflect the student population has allowed students to envision themselves as scientists. SCSE advisors have systematically implemented holistic advising, including but not limited to major and career exploration, research experience and fellowship identification, internship and graduate school application assistance, cover letter and resume advice, as well as student professional development workshops focused on building social capital. Furthermore, with the aim of improving student recruitment into STEM majors, advisors have visited over 300 introductory and first-year STEM courses. Course visits have had a significant impact on developing mentoring relationships and addressing the needs of students beyond academics alone. The effectiveness of the SCSE's support for approximately 200 students in undergraduate summer research projects with NEIU's STEM faculty will also be highlighted A result of student participation in undergraduate research is an increase in the number of students pursuing graduate studies, or science-related careers. The SCSE's effectiveness in recruitment and retention, the success of mentoring, and achievements of students as a result of mentoring will be discussed.

Sousou, J.
The State University of New Jersey-Rutgers University

Transformational leadership theory in an academic nurse peer mentorship program

This project is a pilot study based on Bass (1985) transformational leadership theory. It is based on idealized influence (attributes and behaviors), inspirational motivation, intellectual stimulation, and individualized consideration. This theory has been identified as having positive influence on leadership performance, follower performance, and job satisfaction. The problem identified is the lack of a peer mentorship program at a southern New Jersey nursing school guided by this particular leadership theory with a focus on improving leadership skills. A Two Phase pilot study, in which a Multifactor Leadership Questionnaire (MLQ) was incorporated as baseline and summative evaluations, was rendered to assess leadership tendencies. Phase I was the baseline in which no part of the theory training session was rendered to upper level nursing students, while Phase II had the implementation of theory training. During both Phases, upper level students volunteered time mentoring lower level students in available campus skills and open lab sessions. Results do not show statistically significant data demonstrating improvement of clinical leadership skills after implementation of theory training. Implications suggest broadening the scope of participants to other health-related schools for a larger N, number of participants, and more heterogeneous population, revising the session learning objectives, and considering incorporating other leadership theories during the session. This pilot study asked whether clinical leadership skills improve among both upper and lower level nursing students after implementation of a training session guided by transformational leadership theory.

Stern, M. & Ginsburg, D.
Texas State University

Ajzen's theory of planned behavior: Assessing mentorship in student retention

Most analyses examining student success rates for passing college courses and completing a degree program emphasize traditional factors like High School Class Rank and standardized tests and are often used for college admissions as a prediction of student success and degree attainment. In our preparatory 2016 literature review of student affairs journals, no theory of planned behavior for degree attainment has yet been proposed and tested. Ajzen's (1991) Theory of Planned Behavior (TPB) was constructed to describe and predict the relative strength of psycho-social factors contributing to achieving planned goals. It has been effectively used with goals attainment for medical and health adherence, such as factors for long-term exercise, diet, and positive lifestyle change (Bellows-Riecken et al., 2008). As such, the theory appears well-suited to evaluate the role of mentoring as a factor in college graduation. We predict that the presence of a mentor may be a key element of university retention and students' degree completion. Mentoring may be equally or more important than the strength of common factors in Ajzen's theory: attitudes, subjective social norms (e.g., friends, family), an individual's perceived control, and intent/motivation to pursue a plan leading to goal achievement. We will present a mentoring model and how it may be useful in constructing a new predictive instrument to measure the likelihood of obtaining a college degree among Hispanic students. A quantitative factor analysis is proposed to evaluate the TPB applied to a student obtaining a college degree and the extent to which mentorship is a key factor.

Tikhonravova, K.
Nova Southeastern University

Networking and coaching for sales professionals on managing relational anxiety

Mentoring and coaching services could be enhanced through the application of mental health practices that provide a clearer understanding of relational interactions. Human interactions represent connecting pieces between professionals in a variety of fields. Understanding effects of relational anxiety and relational calmness on human interactions helps improve communication systems with our clients, colleagues, leaders, and family. Relational anxiety and relational calmness comprise an emotional state, which influences our interactional patterns and affects our perceptions on quality of our relationships. Relational anxiety encourages relationships that are based on competition and needs to protect oneself. Relational calmness encourages relationships based on trust and support. This paper shares practices for managing relational anxiety by applying an evidence based, Bowen mental health model that identifies effects of relational anxiety and relational calmness on our professional and personal relationships. This article examines factors that increase relational anxiety, six negative effects of the need to self-protect, and how this could lead into a self-perpetuating anxiety cycle. These relational interactions are explained through examples based on work of the Corporation Clinic, Inc., a company that provides mentoring and coaching services to professionals in sales and management, based on mental health practices. This paper then covers nine ways mentors and coaches could increase calmness and help individuals improve their professional and personal relationships as taken from The Calm Before the Sale: Calm-Driven Selling Secrets of a Successful Car Salesperson (Tikhonravova & Khan, 2015).

Towers, G., Carr, D. & Poulsen, J.
Indiana University-Purdue University Columbus

Career self-efficacy mentoring for underrepresented pre-promotion faculty

Effective mentoring for under-represented, pre-promotion faculty is an urgent issue facing universities. At Indiana University – Purdue University Columbus (IUPUC), 56% of faculty are women, 22% are minorities, and, as an indicator of working-class origins, 48% are first generation college graduates. In 2015-16, IUPUC piloted a mentoring program on career self-efficacy for this faculty cohort funded with a grant from Indiana University – Purdue University Indianapolis' Mentoring Academy. To inform the pilot, an assessment of mentoring needs was conducted. IUPUC's under-represented faculty rated mentoring on research, teaching, tenure, and promotion - crucibles of career success – higher than all other suggested needs. The assessment confirmed that for these faculty, charting a career in the unfamiliar world of academia is daunting. Increasing career self-efficacy, defined as confidence in one's ability to direct their professional career (Anderson, Goodman & Schlossberg, 2012), was a primary program goal. Program elements included recruiting and pairing 10 mentees and 10 mentors, mentor training, an opening retreat, regular group feedback sessions, focus group assessments, and administration of qualitative and quantitative formative and summative assessments. Program assessment showed that mentoring on career self-efficacy addresses faculty needs effectively.

Veas, G.
University of La Verne

How a mentoring mastermind group was launched & implemented in Los Angeles

Interest in Mastermind Groups is at an all-time high as leaders are looking for opportunities to connect with others in collaborative learning environments. In the spirit of peer mentoring, a Mastermind Group is comprised of people who meet regularly to learn from each other, give advice, share connections, and tackle challenges together. In 2013, Veas founded the LA Urban Educators Collaborative as a Mastermind Group that would provide a venue for educators to stand together to help guide and shape college students who are addressing the societal ills of Los Angeles through service learning. Meeting quarterly, this group has now grown to over one hundred administrators and professors that represent over two dozen institutions. In this workshop, the journey of how this Mastermind Group has developed will be outlined, along with a discussion on what has been able to be accomplished. Participants will leave with an understanding of Mastermind Groups and tools that will enable them to cultivate their own peer mentor network.

Viswanathan, N.
Farmingdale State College-State University of New York

Peer-to-peer mentorship: Building intercultural competencies of college students

Building intercultural competence of college students has been an important educational objective for international business educators. Drawing from social learning theory, we explore how peer-to-peer mentoring can develop intercultural competence of American and international college students. Through a pilot program, this study has three primary objectives. First, theoretically, we aim to identify the factors contributing to successful peer to peer mentoring relationships. Second, we explore the impact of peer mentorship on the cognitive process of intercultural learning. Third, to build a sustainable program for long-term implementation, we aim to establish a reliable tool to assess the outcomes of students learning and intercultural competence for both American and international students. The pilot study pairs ten American students with ten International students based on answers to a questionnaire. Each student in the pair serves as a peer to peer mentor and serves in both mentor and mentee roles. The peer pairs will formally meet with each other at least three times during the semester, and meet informally on a continuous basis. At the end of the pilot study in May 2016 an assessment of intercultural competence will be carried out. This study extends the understanding of social and cultural learning through peer mentorship, and provides an educational environment to foster intercultural learning between domestic and international students.

West, J., Swanson, K. & Carr, S.
Mercer University

Cognitive apprenticeship as a model for understanding the role of coaching in a doctoral program

This paper focuses on our work utilizing the model of cognitive apprenticeship (Collins, 2006; Collins, Brown, & Holum, 1991; Collins, Brown, & Newman, 1989) to understand the role of coaching in the transformative learning of doctoral students. Many doctoral students are not confident writers, and some even struggle with the shift to scholarly academic writing that is required at this educational level, particularly in dissertation writing (Leichty, Schull, & Liao, 2009). Cognitive apprenticeship provides a way to understand that development, both for the students and for faculty members who work with them. Like apprenticeship in traditional trades such as woodworking or baking, cognitive apprenticeship involves the apprentices' learning under the close supervision of expert mentors, gradually gaining independence, working through problems, and building their own expertise. In cognitive apprenticeship, the learning is internal, mental work; therefore, faculty mentors must intentionally design experiences to make their internal academic work visible. Mentors must provide progressive levels of autonomous practice at the skills required for success. In cognitive apprenticeship, this practice and support take the forms of modeling; coaching; scaffolding; articulating and reflecting; and transferring and exploring. We have come to understand that it is the coaching, in particular, that often creates what Mezirow (1991; 2006) called a disorienting dilemma that can ultimately lead to significant growth for the learner.

Zamora, H. & Martinez Rogers, N.
University of Texas Health-Science Center- San Antonio

Fostering developmental relationships

The Cultural Inclusion Institute was founded in 2013 to bring together local, state, national, and international scholars, leaders, and experts to exchange information on diverse issues regarding culture and social justice, such as, the social determinants of health. The institute recognizes the importance of advocating for individuals' rights of presence, identity, and expression. It hosts an annual conference where interprofessional educators, practitioners, administrators, researchers, and students meet to exchange knowledge, expertise, and research. This collaboration facilitates the dissemination of innovative, dynamic strategies to integrate cultural inclusion into education, practice, health care, and communities. The conferences include information sessions that promote cultural inclusivity globally. They provide a venue where attendees, including nurses, doctors, social workers, educators, administrators, and lawyers, can participate in scholarly dialogue and networking. Models of developmental relationships that focus on mentoring, coaching, and sponsorship guide the conferences. A fundamental aim of the conferences is to promote cultural inclusivity in the development of informal and formal academic, organizational, and community relationships among its interprofessional attendees. This presentation describes the founding and emergence of the Culture Inclusion Institute. The learning objectives are: Describe the founding and emergence of the Cultural Inclusion Institute. Define cultural inclusion and developmental relationships.Describe the lessons learned in planning and hosting annual conferences.

Zhang, J.
University of Texas- Medical Branch

From research topic to master thesis: A progressive, mentoring and coaching collaborative

The Master of Science degree in Clinical Laboratory Science (CLS) in UTMB's School of Health Professions is designed to prepare the clinical laboratory scientist for a career in research, teaching or management within the field of clinical laboratory medicine. There are three tracks available to students from different educational backgrounds with the goal of earning a Master of Science (M.S.) degree. These are (1) M.S. for individuals possessing a Bachelor of Science (B.S.) in CLS, (2) M.S. in Transfusion Medicine for individuals possessing specialists in blood banking, and (3) M.S. for individuals with no CLS background. Tracks (1) and (2) offer the choice of on-campus or distance classes while track (3) is only offered on-campus. All of the tracks require a thesis to be written and presented for completion of the program. The CLS department developed a progressive multi-mentoring model to help students succeed in CLS master program. The progressive multi-mentoring model includes a thesis chair, a course instructor, and master program committee from CLS department of clinical laboratory science and research mentors from a clinical setting. The multi-mentoring model offers research project development and psychosocial support as well as being role models for the student. Student outcomes show compelling evidence that this multi-mentoring model meets the needs of students and makes effective use of clinical laboratory resources. This multi-mentoring model has proven to be more successful than a single individual mentoring relationship.

Carr, M.
University of North Carolina-Wilmington

Self-Mentoring: Learning How to Use the Love Child of Mentoring and Coaching

Self-mentoring, the act of leading oneself in an unknown environment is the practice of developing individuals as coaches and mentors. Often viewed as a blend of coaching and mentoring - self-mentoring highlights the best techniques from both practices so individuals can apply both coaching and mentoring skills independently and as needed (Carr, 2015). One manner in which self-mentoring contributes to the development of any individual, whether a nurse, college professor, teacher, principal, real estate agent, or high school student, is through increased confidence and self-efficacy (Bond & Hargreaves, 2014) derived from being in control of their own success. When the self-efficacy of an individual increases, the efficacy of those around them increases (Bandura 1997), promoting higher levels of performance. Those involved in over five separate self-mentoring studies harvested benefits of self-mentoring through augmented motivation, but analogously in work-wide leadership roles (Carr, 2014; Bond & Hargreaves, 2014, Carr, Pastor, & Levesque, 2015; Carr, 2015). This paper will elucidate how to use self-mentoring to increase confidence and efficacy in any role. It begins with an overview of self-mentoring inclusive of theory and the results yielded from the research studies; self-efficacy and confidence as it relates to individual leadership; and how self-mentoring supports the development of leaders in any settings and organizational citizenship.

Cruell, G.
Ethnos Leadership

Ethnos Leadership-Making A Difference Through Authentic Mentorship

The word nations in the original Greek form is ethnos. Ethnos may be defined as a group of people bound together by the same customs, conduct, language, behaviors or other distinguishing features. Accordingly, the Ethnos Leadership Process (ELP) is a principle-centered leadership development process that is relevant in any context, situation, environment or organization. At the core of the ELP process is mentorship. The premise of Ethnos Leadership (EL) is that leadership and mentorship are the opposite sides of the same coin. Leadership is genuine when mentorship is the quintessential fundamental element. The partnership of leadership and mentorship is a symbiotic relationship that cannot exist without the other. As such, the ELP begins with purposeful relationships that leads to authentic accountability that is the mentoring leader's professional responsibility. The focus of an Ethnos Leader is to expand one's perspective of leadership by becoming an intentional multi-ethnic, multi-generational influencer shaped by a self-evaluating and self-reflective leadership process of discovering, developing, and discipling (mentoring) that makes a difference. Whether a leader for many years or a new emerging leader, EL is a blueprint to reinforce, strengthen, and sharpen leadership skills by exploring what it means to be (character), become (capabilities), and do (competencies) in any environment or organizational setting. Two questions will provide focus for this paper and assist in understanding the philosophy that underlies the ELP: (1) What is Ethnos Leadership? (2) Why Ethnos Leadership?

Case, V. M. & Martinez, M.
Escuela Superior Politécnica del Litoral-Guayaquil, Ecuador

An unexpected consequence – Mentoring the next generation of scientists in Ecuador

Building on prior site-specific research, this case study explores the impact of mentoring on college students in Guayaquil, Ecuador through Semillero, a five-week summer program that is offered to the community's youth (ages 5-14). By participating as mentors, 36 college students have learned important life and professional lessons concerning their involvement in their community and the power they have in influencing the next generation of scientists, mathematicians and engineers. The fundamental objective of the Semillero is to foster a positive attitude of new generations towards the natural sciences, engineering and mathematics through experimentation and play. As part of their graduation requirements, ESPOL (Escuela Superior Politecnica del Litoral) students must complete 160 hours of service learning; many students choose to participate in Semillero, to fulfill some of these hours, and/or because they are interested in its concept. Mentors work closely with experienced professors during the five weeks to support them in teaching the younger students. Through an analysis of observations, surveys, and formal written reports by Semillero's college students, researchers gain insight into the motivations for participation, experiences during the program, and the impact of the program on its mentors. In addition, researchers develop a better understanding of how to recruit college students, how to better prepare them for the mentoring experience, and why it is necessary to have more comprehensive collaboration activities in advance of student participation.

Daniels, G.
University of Alabama

The Power of Mentoring and Coaching Young Men of Color: Reflections on Three Initiatives

One of the highlights of President Obama's second administration will be the launch of the My Brother's Keeper Initiative. In February 2014, the President challenged the nation to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential. To provide outreach to these men of color, the philanthropic community responded by committing millions of dollars. This presentation focuses not only on one such initiative—The West Alabama My Brother's Keeper Initiative, but also the role played by the presenter as assistant dean in leading mentoring efforts through his role as a faculty adviser to The Collegiate 100, an affiliate of 100 Black Men of America, Inc. Additionally, this administrator works with an elementary school journalism program, where half of the participants are African American males in grades two to five. This session examines these three initiatives that involve coaching and mentoring in three different ways. The "Collective Impact" model was important to implement a series of Youth Engagement Sessions that made up the West Alabama My Brother's Keeper Initiative. Additionally, the presenter serves as faculty adviser for The Collegiate 100, an organization of black males, many of whom are early in their college careers. Still, the Oakdale Eagle elementary school initiative requires one to "turn on" young men to potential careers in a co-ed environment. The presentation compares and contrasts the approaches taken in each of the three initiatives.

Firzly, N. & Lacacé, M.
University of Ottawa

Translation and Validation of the Reverse Mentoring Scale Among Canadian French Workers

Reverse mentoring is an innovative approach to promote learning and facilitate intergenerational interactions at work (Hewlett, Sherbin, & Sumberg, 2009; Meister & Willyerd, 2010). It consists of pairing a young, junior employee – mentor to share expertise (e.g. technology skills) with an older, senior colleague of experience – mentee (Allen, McManus, & Russell, 1999; Kram, 1996; Kram & Hall, 1996). There are very few known tools to measure the outcomes of reverse mentoring, particularly in French. The purpose of the current studies is to translate and validate into French the reverse mentoring scale initially developed by Chen (2014). Psychometric properties will be verified relying on two samples of native French-speaking participants from public and private companies in Canada. The properties of the translated scale will then be compared to those of the original scale. The cross-cultural validation procedure proposed by Vallerand (1989) will be presented to determine the reliability of the translated scale and verify its psychometrics properties. An Exploratory Factor Analysis (Study 1) will first be conducted to get a sense of the structural factor of the scale. Finally, relying on Chen's (2014) results, three factors are expected to be found through the Confirmatory Factor Analysis (Study 2): career development, psychological support and role modeling. The translated scale will help establish an empirical foundation to quantify reverse-mentoring French programs in the Canadian workplaces.

Keywords: reverse mentoring, translation and validation, French-speaking participants, Exploratory Factor Analysis, Confirmatory Factor Analysis

Yarbrough, J.
Texas Tech University

Franklin, Foundations and Unfiltered Mentorship

Benjamin Franklin's quote, "Tell me and I forget, teach me and I may remember, involve me and I learn" offers insight into effective mentoring experiences. Mentoring should surpass "tell me." Mentoring should surpass "teach me." Mentoring should be about inclusion of the protégé, in the process, with the goal of learning. Organizations that establish and develop inclusion mentoring and "unfiltered mentoring" programs, will experience a wide range of returns on their investment (Buddeberg-Fischer, 2006; Kasworm, 2010; Gotian, 2016). While, the benefits are clear, the formula for building, fostering and sustaining an "unfiltered" mentoring relationship is somewhere between hazy to ongoing trial and error. Herein we explore an overview of four professional mentoring relationships and the four points identified by the author which combine to create effective unfiltered mentoring relationships: Point One- Benjamin Franklin's relationship to mentoring. Point Two- Aligned Mentor/Mentee Values Point Three- Mutual Wins, Hones Communication, Acceptance of Development Point Four- Explain the significance of the formation process for a stable foundation to the mentoring relationship Summarize the value of seeking an inclusion based and "unfiltered" mentoring program will minimize trial and error in the mentor/protégé experience.

Skurzewski-Servant, M.
Mid-State Technical College

Mentoring: An Integral Part of the Career Journey of Female Leaders in Higher Education

While the number of women attaining leadership positions in higher education is on the rise, achieving these roles and being successful in them comes with many challenges. Explored in this presentation is a study conducted regarding the career journey of female leaders in upper administrative positions in higher education (n=12) from around the United States. Of particular focus are the participants' experienced barriers to career advancement, the dynamics of their mentoring relationships they participated in – as a protégé and a mentor, their perceived benefits and pitfalls of mentoring relationships, and their reasons for mentoring others. Additionally focused on in this study is each women's mentor identity formation process and the meanings each female leader holds for their mentoring experiences and mentor identity. These findings will be connected to further recent research surrounding mentoring and its impact on women's career navigation through higher education in both administrative and faculty positions. Details regarding formal mentoring programs and informal mentoring, as well as information pertaining to additional forms of guidance beyond mentoring (i.e., role modeling, coaching, sponsorship) will be discussed. Also explored in this presentation will be the realization and ownership of mentorship as a part of one's identity and the importance of providing this guidance for future generations of female leaders in higher education.

Guadalupe Ríos, G., Mangual Martínez, I., & Ortiz López, A.
University of Puerto Rico-Río Piedras Campus

Peers as a Strategy of Primary Intervention in the Mentoring Process

For 50 years the Peer Counseling Program of the University of Puerto Rico has been helping freshmen students in their college adaptation process. Founded in 1966 as a research proposal, the National Institute of Mental Health wanted to demonstrate that emotionally healthy students, motivated and well oriented have a great potential to give and receive help, promoting a positive and significant changes in them, in other college students and all the community. Our goal now is to provide a selected group of students with an intensive learning experience, supervised, experiential, and enthusiastic that will help them getting involved in their educational process, helping other students and serving as an effective liaison between the administration, the faculty, and the students. As part of our services a multidisciplinary team of professional counselors and social worker train the peers in their development of personal, social and professional abilities while strengthening important social values. Our program has achieved a positive impact inside and outside our campus providing primary prevention through group meetings, workshops and institutional outreach. Through a constant evaluation of assessments we have grown as a program expanding our horizon with the goal of helping students in their process of adaptation to college life. Previous studies have demonstrated the correlation of the rate of graduation and retention of students benefitting from the services of a peer student. Recently, we have developed an online platform with the purpose of mentoring high school students, facilitating and empowering them in their college selection process.

Jackson, K., Jouben, L., & Darrah, M.
West Virginia University

Encouraging Sponsorship to Build Faculty Members' Developmental Networks

Abstract: Women faculty lack sponsors, colleagues who advocate for protégés' abilities, build their reputations and help them build social capital to provide access to developmental networks crucial for career advancement. Instead, women have been more likely to receive psychosocial support or advice from mentors. The West Virginia University sponsorship program funded projects between faculty participants (assistant/associate professor, tenure track/non-tenure track faculty) and sponsors the participants selected. The program aimed to catalyze a relationship that would propel the participants to their next career stage, generally promotion or tenure. Although open to underrepresented faculty across all disciplines, participants were primarily women in STEM fields. Participants submitted final reports describing the program's benefits. Three coders used the Gioia method, an iterative process, to select and group 255 excerpts from 41 reports (submitted over four years) based on types of benefits participants received from their sponsors. Categories included build social capital (e.g. increase participant's professional visibility), increase research productivity (e.g. feedback and direct collaborations), and other mentorship functions (e.g. advice, support, role models). Sponsors primarily helped build participants' social capital through networking with sponsors' colleagues at conferences. Research collaborations and feedback were the most common benefits listed. Support, advice and other mentorship functions were mentioned less frequently. Thus, the program broadened participants' developmental networks and strengthened the relationships within the network. We use participants' responses to suggest best practices for institutional mentoring programs to help women and other underrepresented faculty members build successful developmental relationships that will increase their social capital.

Lee, S. & Escudier, M.

Austin Community College

Competency-Based Mentor Support to Foster Relationship Development

College graduation/transfer and retention rates for minority and first generation students fall behind those of traditional students (DeAngelo et al., 2011). One solution for the low retention and transfer rates at Austin Community College (ACC) is to provide academic and developmental support for students through a variety of mentoring programs. Support for these mentoring programs are provided through a central office and provides the foundation by support new mentors to fill the different student needs. The initiative of this project was derived from a faculty innovation grant proposal to pair students with volunteer mentors working in the field. The ensuing research uncovered a wide range of existing mentor programs at ACC. They are categorized according to student needs or to the needs of an academic program. Our conversation with stakeholders revealed the need for a comprehensive mentor support system that includes training, data collection, a more efficient process for communication and matching mentors with students. The design of this system involved several academic and student support offices. Our approach was based on a Delphi study (ACC, 2015) of the key mentor competencies. Our development of the support mechanisms was based on this analysis. The design of the support mechanisms includes mentor training, a central website to market the programs and share resources, and a web application to support mentor-mentee matching, job exploration, data collection, and communication for mentor coordinators and participants. The purpose of this presentation is to give an overview of this design and share the process of establishing a holistic system to support developmental relationships.

May, K. & Berenato, M

Neumann University

Coaching Nursing Students to Success

A peer-coaching model was used to facilitate learning and strengthen teaching skills in senior and sophomore baccalaureate nursing students. The nursing and educational literature suggest that coaching improves student engagement and produces deeper processing of course content and improved learning outcomes. Second semester senior nursing students enrolled in a Community Health course were required to attend a sophomore skills lab to reinforce teaching of basic skills such as; blood pressure, pulse, and respiration assessment skills with the supervision of faculty. The collaboration of the groups provided senior students the opportunity to practice leadership and coaching skills essential to professional nursing practice. Sophomore students were provided with reinforcement of basic nursing skills and the opportunity to engage in a co-learning environment. This activity created a diverse learning environment for students from various backgrounds to share their unique learning experiences and support the success of each other.

Nanez, J.E., Sr.[1], Gracia, F.[1], Hernandez, A.[2], Rivera, B.[1], Torres, L.,[1] & Zimmerman, D.[1]

[1]Arizona State University &[2]California State University-Los Angeles

Effective Group Mentoring for Student Academic Success and University Acculturation

An academic achievement gap has developed in America, producing an educational divide between low-income students, who tend to be minority without a history of family members with college or university degrees and higher income students who tend to be European and Asian- Americans with college graduate family members. Although recent data indicate that rates in university enrollment have begun to equalize racially and ethnically, Hispanics and African Americans are much more likely to attend institutions that lack resources to provide them with educational excellence. The gap is so evident that some researchers are using terms such as "Separate and Unequal" to refer to the considerable disparity between Whites relative to Hispanics and African Americans attending selective colleges and universities. Enrolling students that reflect America's diversity in all types of colleges and universities is an educational imperative to produce a sufficient number of graduates to meet the expanding needs of the U.S. economy. In depth discussion regarding best practices and their implementation for accomplishing this goal is urgent. Here we discuss some factors that impede academic success, followed by presenting some factors that have been shown to enhance academic achievement. Thirdly, we present a group mentoring and coaching approach designed to address the academic achievement gap that is in line with growing evidence that colleges and universities that are successful in retaining and graduating academically under-served students, share enhanced academic achievement and university acculturation practices that are coupled with effective mentoring and coaching as a common core.

Persons, C

California State University-Fresno

FemSTEM Friends-Increasing Female STEM College Majors via a Two-Year

Drew-Marie, a college freshman majoring in STEM, arrives at the campus lab for the first time. She takes a deep breath, enters, and sets up her equipment as class begins. The professor calls the class to order. Raising her eyes to scan the room, she is shocked to realize she is one of only four female students in a lab of twenty-five. Outnumbered, and feeling the outcast, she wonders if she made a mistake. Will Drew-Marie remain a STEM major? The national trend for the last thirty years tells us, likely, she will not. Based on Deci and Ryan's (1975) Self-Determination Theory (SDT), we know when female students do not achieve Competence, Relatedness, and Autonomy within SDT in selecting a career, they will choose a lesser option where all three needs are met. There is evidence in high school of academic achievement (Competence) and social acceptance (Relatedness) for female students. But, absent female role models (Autonomy), women choose a different major. The result: male students outnumber female students by a 3:1 ratio in STEM-related college majors. What could change for Drew-Marie if she had a female STEM mentor? FemSTEM Friends is a mentoring program created to facilitate the transition from high school to college STEM-related majors. Based on Kram's (1983) Four Stages of Mentoring, FemSTEM Friends matches female high school juniors in advanced STEM coursework with local female STEM professionals in a two-year mentoring program. The outcome: Drew-Marie has the resilience through mentoring to persevere and graduate in STEM.

Rojas, J. P., Nash, J. B., & Rous, B. S.

University of Kentucky

Design Thinking & Coaching: Empathetic Interviewing in Developmental Relationships

We will introduce design thinking and the empathetic interview as a new methodology for building developmental relationships. Design thinking is a human-centered approach that seeks to address complex social and educational problems with a deliberate and thoughtful solution seeking approach (Brown, 2008). The design thinking process includes several iterative phases including empathy and needfinding, brainstorming, rapid prototyping, and feedback. In our research we used empathetic interviews as a data collection tool for needfinding in coaching relationships between child care providers and their coaches. Coaching is a common means of providing technical and problem solving assistance to child care providers in states that are actively engaged in implementing Quality Rating and Improvement Systems (QRIS). This systemic approach promotes quality in assessment, improvement, and communication about the quality of early child care and education programs. We will describe the empathetic interview process used with the "coachees" (child care providers) as well as the prototype development process used to meet the needs of providers. These prototypes are currently under consideration for wider implementation by state stakeholders. This particular technique holds promise as a tool for those responsible for coaching as well as a means of nurturing the developmental relationships between those delivering child care services and those responsible for coaching these providers to promote quality. The implications of design thinking for coaching will be explored, and practical tips for implementing these techniques in any context will be shared.

Stanigar, J. & Chapman, D.
North Carolina State University

Using the Indicators of Effective Mentoring as a Needs Assessment for Entrepreneurs

Entrepreneurs are contemporary career actors who need to acquire, develop and use a variety of knowledge, skills, and attitudes to successfully create and grow new ventures. To meet these learning needs, aspiring entrepreneurs seek out developmental relationships to build the necessary social and human capital that foster the growth and survival of the business (Davidsson & Honig, 2003). It is established that mentoring is a source of general advice for entrepreneurs and a channel for new ideas and insights to become embodied in the emerging organization (St-Jean, 2012; St-Jean & Audet, 2012). However, an aspiring entrepreneur cannot easily assess what kind of mentoring support is paramount in helping them achieve their goals. A recent study investigated the subjective viewpoints of 46 early-stage entrepreneurs using a method called Q-Sort technique. This card sorting activity allowed participants to expose their thinking on the topic of effective mentoring support. A four-factor solution emerged as the primary finding in this study, meaning there were four distinct viewpoints in regard to effective mentoring. In addition, the study revealed a set of indicators of effective mentoring support in the entrepreneurial context (Stanigar, 2015). The matrix of indicators shows what kind of mentoring support is important and unimportant to each of the four viewpoints. During the paper presentation we will place the findings in the scholarly literature on mentoring functions and apply the findings as a tool to assess the needs of entrepreneurs who want to engage in developmental relationships, such as mentoring.

Trebian, P. F.
Cardinal Stritch University

Faculty Development through a Developmental Relationship Process

There are many ways to view faculty development. This position paper contains content on faculty development that is between a program chair and adjunct faculty, "Faculty Development through a Developmental Relationship Process". Education leadership is needed to create an environment of self-determination, while building a respectful and trusting relationship between a mentor and a mentee. Deci, Connell, & Ryan (1989) state that self-determination "... means to experience a sense of choice in initiating and regulating one's own actions" (p. 580). Adjuncts and Full-Time Faculty, through mentoring, coaching, and developmental practices by program chairs, start to sense that they are in control of their actions (self-determination), "... while developing mutually respectful and trusting relationships" (Lumpkin, 2011, para. 2). Combining Deci's, et. al. (1989) definition of self-determination and Lumpkin's (2011) relationship building, the developmental relationship process may be seen as a process to define faculty control through guidance from the program chair, and allow faculty to grow and own quality and capability in the classroom. This definition of faculty development is a pre-defined process that is a part of a larger faculty lifecycle. Faculty Development will be shown in context of this larger faculty lifecycle that is the second paper in a four-part series for the Faculty Lifecycle.

Greer, J. & Ziccardi, A.
iC.A.R.E. Mentoring and Akron Public Schools; iC.A.R.E. Mentoring; a Community that Cares

Implementing a Successful School Based Mentoring Framework in Ohio's 5th Largest Public School District; Akron, Ohio

Akron Public Schools is located in Akron, Ohio and is the states' fifth largest district with 22,000 students in 48 buildings. In academic year 2014-15 the district looked to streamline and systematically organize the mentoring services taking place within their buildings, measure the outcomes of mentoring services and promote the positive impact and reach of mentors on youth. A community collaborative team was assembled to provide the capacity for growth and development of a district wide mentoring program. This collaboration utilized the seeds from an existing youth mentoring program, "MAN-UP," with the knowledge and support of district and community leaders to raise funding and recruit mentors. The program entitled iC.A.R.E Mentoring (Creating Authentic Relational Energy) is focused on building positive purposeful relationships for the students of Akron Public Schools. www.icarementoring.org The iC.A.R.E. design utilized several key resources: the MAN-UP's pilot guidelines, The ABC's of School Mentoring, a 2007 publication of the Hamilton Fish Institute on School and Community Violence (GWU), the National Mentoring Center at Northwest Regional Educational Laboratory, and How to Build a Successful Mentoring Program Using the Elements of Effective Practice, from the National Mentoring Partnership. The program is school based and follows specific guidelines of evaluation.

Henriksen, R. Jr.
San Houston State University

Training Mentors for Faith Based Mentoring in a Public School System

In recent years, efforts to help children who are both in the criminal justice system and Alternative Behavior Units in public schools have moved to using mentoring programs to help those children change their current paths in life. However, little research is available when the program is faith-based in a secular environment. The purpose of this session is to describe a faith-based/secular mentor training program that was developed to support the implementation of a faith-based mentoring program in a rural public school system. While the mentoring program itself was for students in grades two through eight who were having problems both in school and out of school resulting in poor academic and behavioral performance, the program described was the training process and mentoring provided to the mentors of the children. Among the many topics explored in the training was the cultural and environmental differences between the mentors and their mentees. Through the exploration of these differences, the training provided a way for the mentors to develop their own personal identities in order to facilitate development in the relationship between the mentors and their mentees. The primary focus was on helping the mentors learn how to develop relationships with children tht led to a reduction in behavioral problems and increased academic achievement. All mentors volunteered though the outreach efforts of a local Christian church. The mentor training process and some outcomes of the training program are presented. Implications of the training and the need for additional research are also presented.

Jackson, L.
Alabama State University

Pathways to Success: An Executive Leadership Development Initiative for Collegians

The target audience is university leaders (faculty and staff) who interface with students in an advisory or teaching capacity as well as college students who want to understand how to enhance their professional development skills while navigating the college process. The delivery format will be multimedia using Power Point and video. Will also utilize real-life scenarios that students have experienced as well as showcasing direct feedback that graduate schools and employers have shared when it comes to new hires from the collegiate ranks. Proposal Content: Coaching and guidance and how to best market themselves. The learner will understand how to build and deliver training sessions to expose college students to professional development. The learner will understand sources that they can get current information on graduate schools and employment feedback and needs for new employment. The learner will be able to understand the preferred and most impactful way to communicate with students on the topics of personal and professional development. Session Outline: This is a workshop focusing on ways faculty and staff can structure professional development opportunities to enhance college students as they continue to go through the process of learning. 1. Overview: The Definition of Talent (graduate school, professional school, employers) . 2. Sources for professional and personal development. 3. Technology and media that can support the development of training. 4. Case Studies (interns, full-time hires and graduate/professional students. 5. Present a structure to deliver personal and professional development.

Tichy, M.
University of Northern Iowa

Dynamic Pathway to Leadership Development: The Multicultural Leadership-Mentoring Program

There has never been a more important agenda for society and educational organizations than to develop the next generation of talent and leadership for our communities and workplaces. In an era when so many of societies systems and organizations are facing enormous challenges it is essential for individuals to become leaders in their own right and become empowered to create the change they want to see in the world. One of the major groups that has been most disenfranchised from the higher power pathways to mentoring, talent development, and personal leadership development are first generation college students and students of color. In an effort to reach these young people who have so often been overlooked by the historical pipelines for personal leadership development a partnership was created between three unlikely partners in the Upper Midwest.

Clark, C.
Ubiquity University

Longing and Belonging in the Contemporary World: Mentoring as Mooring

As human beings, we long for a deep connection that fosters a sense of belonging within us, healing our sense of isolation from one another and the natural world around us. The British poet David Whyte observed: "Longing is the transfiguration of our aloneness." When we mentor another human being, our goal is to transfigure their aloneness by picking up the pieces of their fragmentation, integrating all the disjointed pieces within a place of wholeness and well-being, moving from isolation to intimacy. The Irish poet and philosopher, John O'Donohue noted: "There is a huge abyss within every mind. When we belong, we have an outside mooring to prevent us from falling into ourselves." The essence of mentoring is to skillfully provide this outside mooring with beauty and emotional intelligence and to take another individual within the circle of a psychological embrace that creates order and a sense of belonging, for those in an active mentoring relationship. The goal in mentoring is to keep those we mentor from falling into themselves, from getting lost in their personal abyss of loneliness and separation. A presentation on the methodology of 'mentoring as mooring,' as it applies to longing and belonging in the contemporary world, will be explored within the philosophical context of the works of David Whyte and John O'Donohue. During the course of this presentation, attendees will become familiar with innovative mentoring techniques they can successfully utilize with all those who enter into their circle of belonging, opening new practice possibilities.

Mandrekar, J.
Mayo Clinic

Importance of Developmental Relationship for Biostatisticians in Healthcare Setting

Recently, statistical associations have started recognizing the importance of developmental relationship in the career advancement of statisticians by offering short courses and presentations at national meetings. They have started a few pilot programs where the mentor and mentee matching (from different institutions) is done. Statistician in a health-care setting routinely collaborates with multi-disciplinary teams which include clinicians, nurses, lab scientists, administrators and IT professionals. Primary collaborators here are busy clinicians, who are expected to engage in research. Effective communication, managing resources and meeting expectations thus become the necessary formula for success. One has to pick up these skills while on the job. Developmental relationship is critical to this learning process. With need for diverse set of interactions and expectations, a team of multiple mentors may be needed to cover different domains in such complex work setting. These may include senior biostatisticians, clinicians, administrators etc. Roadmap needs to be developed so that team members are able to spend time with the mentee regularly to groom them at a scientific, academic, personnel and time management. This process should involve assessment of the complete portfolio of the biostatistician at least annually and encouragement of the faculty to attend clinical meetings (networking). Some such efforts done in academic medical center setting and insights from personal experience as mentor and mentee will be discussed. Novel ideas and strategies for effective communication, making organizational impact and navigating through career path will be.

Quintana, A. & Ramos-Diaz, M.
Pacific Northwest University of Health Sciences

An Update on the Roots to Wings Mentoring Program: Creating a Health Science Degree Pathway

This is an update on the Roots to Wings mentoring program which was presented at the University of New Mexico mentoring conference in 2015. This article will present how the program grew, changed, what we learned from this expansion, and where we are heading as we plan for the third year implementation. The foundations of the program was to expose junior and high school students living on the Yakama Nation Reservation to careers in the health field and it remained a key component of Roots to Wings. Additionally, co-mentoring was strengthened as this year the program included the Yakama Nation Tribal School (YNTS). The partnerships between Pacific Northwest University (PNWU), Heritage University (HU), Mt. Adams School District (MASD) and the Yakama Nation Tribal School (YNTS) gave birth to a deeper understanding of the Yakama's values and traditions. These partnerships broadened the circle of influence and opportunities for Native American students and other underrepresented populations of the Lower Yakima Valley by providing them opportunities they would otherwise not receive such as partnering with the National Institute of Health (NIH) Summer Internship Program (SIP). This presentation will provide the data supporting the growth, changes and outcomes of the second year of the Roots to Wings mentoring program.

Wells-Edwards, A., Evans, T., & Munoz, L.
Everett Community College

Engaging the "Reluctant Mentee"

At Everett Community College (EvCC), we have implemented a successful mentoring program for new Adjunct Faculty. In our fourth year of a five-year federal grant, we have valuable lessons to share. Our program pairs experienced faculty mentors with new Adjuncts in their first quarter at EvCC. Not every new faculty member is initially receptive to this mentoring opportunity, however. In this session, we discuss current research on the essential mentor/mentee relationship and offer ideas for engaging the "reluctant mentee." Key to the success of a mentoring partnership is the full investment of both sides; because mentoring is sometimes a mandatory component of employment, the parties are not always equally invested at the start. Typical conversations around mentoring assume the eager participation of all involved, so this is an important discussion. In our presentation, we explore the dynamics and paradigms around the basic mentor/mentee partnership and examine the causes of hesitation or resistance among mentees, as well as offering possible ideas for increased protégé engagement in the mentoring process. Factors preventing full commitment to the pairing vary but all revolve around "culture" of varying types. Significantly, it is only through the full investment of both mentor and mentee that the maximum potential of the relationship can be reached, which is what makes this dialogue (and our session!) essential. In addition to being UNM conference alums, we are fresh from hosting our own first annual mentoring conference at EvCC and are eager to share our depth of experience with UNM conference participants!

Hughes, J., Fuentes, D., & Paolera, M. D.
Pacific University School of Pharmacy

Mentorship at all Levels: A Culture of Mentorship in a Health-Professions Degree Program

OBJECTIVES: 1) Conduct an assessment of current mentorship, 2) Describe formal and informal mentorship practices for faculty and students, and 3) Use data to refine the mentorship programs. PROCESS: Mentorship was sought out independently by faculty and students. Student and Faculty-driven approaches worked with the program's administration to develop initial mentorship methodologies. Both student and faculty mentoring programs have implemented surveys to assess future needs and improve their approaches. Faculty needs arose from being a newer program with many junior members, while students wanted peer mentorship in addition to faculty mentorship (from assigned advisors). For faculty, a task-force assessed needs and initiated a formalized mentoring program. For students, organizations developed their own processes to connect mentors-mentees across cohorts. For faculty mentoring of students, improvement was informed by survey data, faculty feedback, and accreditation requirements. OUTCOMES: Faculty reported high initial interest (83%) in developing a mentoring program. Faculty favored a voluntary program, a flexible structure, and a self-selected peer-mentoring approach. The faculty program had 86% participation (year one) and 79% (year two). Additionally, 85% of faculty reported value-added from informal mentors. Student surveys showed a preference for loosely structured meetings (66%), also suggesting peer mentorship occurred more frequently in a one-directional manner (58%). Formalization of the faculty-student mentorship relationship led to an increase in students' feelings of faculty support. IMPLICATIONS: A program-wide mentorship culture can be of benefit when students, faculty, and administration approach mentorship from multiple directions. Continued formalized activities and events are necessary to maintain a culture of mentorship.

Friday, October 28th

Concurrent Session | 9:00 am - 9:45 am

Sousou, J.
State University of New Jersey-Rutgers University
Santa Ana A

Transformational Leadership Theory in a Mentorship Program to Improve Leadership Skills

This project is a pilot study based on Bass (1985) transformational leadership theory. It is based on idealized influence (attributes and behaviors), inspirational motivation, intellectual stimulation, and individualized consideration. This theory has been identified as having positive influence on leadership performance, follower performance, and job satisfaction. The problem identified is the lack of a peer mentorship program at a southern New Jersey nursing school guided by this particular leadership theory with a focus on improving lea,dership skills. A Two Phase pilot study, in which a Multifactor Leadership Questionnaire (MLQ) was incorporated as baseline and summative evaluations, was rendered to assess leadership tendencies. Phase I was the baseline in which no part of the theory training session was rendered to upper level nursing students, while Phase II had the implementation of theory training. During both Phases, upper level students volunteered time mentoring lower level students in available campus skills and open lab sessions. Results do not show statistically significant data demonstrating improvement of clinical leadership skills after implementation of theory training. Implications suggest broadening the scope of participants to other health-related schools for a larger N, number of participants, and more heterogeneous population, revising the session learning objectives, and considering incorporating other leadership theories during the session. This pilot study asked whether clinical leadership skills improve among both upper and lower level nursing students after implementation of a training session guided by transformational leadership theory.

McLellan, M.
Wright State University
Santa Ana B

What's in your Knapsack? Community Engaged Minors as Settings for Student Success

The title of our study works off of a well-known article about White privilege, by MacIntosh. She discusses White privilege as a backpack of assets that Whites usually unconsciously have access to. Universities and colleges struggle with how to support "high-risk" students—such as first-generation, underrepresented minorities, and low-income students—as well as to develop meaningful inclusive experiences that enhance learning for all students. There is a lack of empirical work that examines community-engaged academic programs as settings to support "high-risk" students. In this paper, we discuss community-engaged undergraduate minors as sites where these students may find that they carry crucial resources in their knapsacks and where students can come together to build, share, and use skills to contribute to social change. The American Association of State Colleges and Universities selected five institutions to develop an "Urban Civic Minor." The initiative was based on the model of the Public Achievement program pioneered by Harry Boyte and Dennis Donovan at Augsburg University and the University of Minnesota. At Wright State University, the Youth and Community Engagement is situated in the College of Education and Human Services and the core courses are cross-listed with or offered through the Department of Urban Affairs and Geography. The WSU minor, like other programs, struggled to attract the undergraduate education majors targeted by AASCU; however, across our three-year collaboration, faculty from all campuses reported a high-level of minority student enrollment. This pattern is consistent with the WSU Nonprofit Administration certificate, another community-engaged minor. These programs rely heavily on student interactions with faculty, community, and peer mentors. Students are involved in service-learning or co-curricular projects in urban settings. Students in the Urban Civic Minors serve as "coaches" to urban youth engaged in community change in classroom or afterschool settings. As we have seen, students who may have educational disadvantages have experienced challenges that lead them to store distinctive forms of "cultural wealth" in what the "knapsacks" that they carry with them to higher education. Community-engaged programs offer both intensive, high impact relationships with faculty and community members and opportunities to leverage this cultural capital.

Skurzewski-Servant, M.
Mid-State Technical College
Acoma B

Mentoring: An Integral Part of the Career Journey of Female Leaders in Higher Education

While the number of women attaining leadership positions in higher education is on the rise, achieving these roles and being successful in them comes with many challenges. Explored in this presentation is a study conducted regarding the career journey of female leaders in upper administrative positions in higher education (n=12) from around the United States. Of particular focus are the participants' experienced barriers to career advancement, the dynamics of their mentoring relationships they participated in – as a protégé and a mentor, their perceived benefits and pitfalls of mentoring relationships, and their reasons for mentoring others. Additionally focused on in this study is each women's mentor identity formation process and the meanings each female leader holds for their mentoring experiences and mentor identity. These findings will be connected to further recent research surrounding mentoring and its impact on women's career navigation through higher education in both administrative and faculty positions. Details regarding formal mentoring programs and informal mentoring, as well as information pertaining to additional forms of guidance beyond mentoring (i.e., role modeling, coaching, sponsorship) will be discussed. Also explored in this presentation will be the realization and ownership of mentorship as a part of one's identity and the importance of providing this guidance for future generations of female leaders in higher education.

Behrens, S.
Bemidji State University
Luminaria

First Generation: Building a Community While Providing College Access
Our mentoring program, one component of the Upward Bound program at Bemidji State University, provides first generation and/or low income students with unique resources aimed at fostering the desire and ability to pursue post-secondary education. The students we serve are from seven area high schools, covering over 200 miles and three American Indian Reservations The program provides positive role models, improves students' self-esteem and confidence, and creates a relationship with higher education. All components of our program involve college students as mentors for our students. With only 45% of the seven area high school graduates enrolled in postsecondary education in 2011, we hire mentors who are students currently enrolled at BSU. This unique experience of having a mentor that is a current college student makes the dream a reality for our Upward Bound students. In this presentation, I will highlight our training tools, call week layouts, Back to Campus activities, and the six week summer program, and address challenges we face with participation in our program.

Goulet, J. S.
École des Hautes Études Commerciales-Montréal
Alumni

Mentoring as a Pedagogical Approach
This article reflects on mentoring as a pedagogical approach. Mentoring is used to be seen as a practice related to professional activities. However, it is also used as a pedagogical approach in academic environments. First, we discuss the role of teachers in mentoring at an individual level. Also, how mentoring could be used in the classroom. We place emphasis on the teaching of management and leadership as a context to study mentoring as a pedagogical approach. Then, a case is presented as an example. Finally, we present a few suggestions for various mentoring practices in the classroom, and the importance of an academic institution's involvement in mentoring programs. We propose that each academic institution supports the training of teacher-mentors, develops a network of contacts for students, and encourages a range of mentoring approaches to education level: between students and teachers, among teachers, and between teachers and their academic institution. Key words: Mentoring, mentor, pedagogy, pedagogical approach, teacher-mentor, leadership

Jones, P.
Kent State University
Isleta

Coaching: Clients are the Experts of their Lives... Reflective. Self-discovery. Success!
The essence of coaching is to create a trusting environment for others to open themselves to New Possibilities and Options through Self-Discovery to Increase Success ... At Kent State University this is Success Coaching! Success Coaching focuses on creating life balance through providing a space for students and non-students to gain insight into how one sees his/her world and to discover factors that influence decision-making to ultimate determine if his/her decision-making is working well. Success Coaching is about the student. Student: Vision. Goals. Success! ... Defined by the STUDENT. Developing effective goal-setting, confident decision-making and critical problem-solving begins with a trusting environment and a mutually respectful coaching relationship that supports making self-discoveries, increasing self-awareness, and being open to new possibilities, options and new ways of thinking to increase success. Success Coaching honors the student as the expert of his/her life. This being the core element for developing a trusting and respectful coaching relationship. Methodology, assessment and evaluation practices will be reviewed reflecting Success Coaching populations of different nationalities, gender, etc. Student testimonials will be shared. Through Success Coaching, students recognize, embrace, and, begin developing inherent skills, talent, gifts, creativity, and resourcefulness to inspire and maximize their individual potential. Participants will:

1.Explore strategies to increase the development of trusting coaching relationships.

2.Increase individual self-awareness through making self-discoveries to assist with enhancing interactions, conversations and the overall coaching relationship.

3.Receive an abbreviated handout of International Coach Federation (ICF) Coaching Core Competency strategies ready to practice.

Richard, S.
Richard Associates Marketing Consulting
Fiesta A

Millennial Leaders: Mentoring for the New Generation
How can we foster leadership qualities in the Millennial generation? Many young people aspire to lead in organizations. With Baby Boomers in late career and innovative business models on the rise, Millennials are poised to take a significant role in the workforce. As one of the largest generational cohorts, Millennials will change the way we work. Young professionals are searching for meaningful work and a sense of purpose that enables them to make an impact. With a lack of experience and skills, young leaders look to seasoned professionals for mentoring and guidance for their development of management proficiency. To create increased confidence in young leaders, role models are necessary to assist in the effective progression of leadership style to truly influence others. The collaborative as well as competitive nature of the younger generation creates an opportunity for improvement in communication and strategy with cross-functional implications. Enhancing "soft skills" like social interaction, networking, emotional intelligence, critical thinking, and teamwork, especially for a multi-generational workforce, mentors are able to build on the knowledge and skills already present. Based on over two decades of practical experience, we'll have an interactive discussion on how to cultivate leadership in Millennials by enhancing their soft skills to develop the ability to manage in a multi-generational workplace. The new generation will be tasked with the ambitious goal of revolutionizing the work environment for all.

Cullen, D.
Indiana University
Fiesta B

Intersecting Relationships: Meta- Synthesis of Nursing Faculty Mentoring Experiences
Human interactions and developmental relationships are powerful experiences in mentoring relationships. While academic mentoring for new nurse faculty tends to focus on the faculty role and their research progress, little is known about developmental relationships between a nurse faculty in non-tenure track and his/her mentor during a mentoring process in in higher education. The purpose of this study is to meta-aggregate the extent of developmental relationships reported in the qualitative literature for mentoring nurse faculty in the non-research tenure-role. A literature search of published nurse mentoring qualitative studies was conducted and data from six studies of high quality were included in the analysis. Information from each study was extracted including the method, setting, geographical and cultural context, participants, and data-analysis techniques used. Synthesis was performed by aggregating experiences with academic mentoring, which describe the robust successes as well as impediments in mentoring relationships. The meta-aggregation

found Intersecting Relationships that were both frustrating and empowering for protégés and mentors. Conflicting ideals and impressions by protégés were balanced by the mentors' perspective and communications. Protégés and mentors initiated a relationship beneficial to both as protégés shed their novice status and became more accustomed with existing academic complexities.

Collins, H.

Texas Woman's University

Acoma A

Supplemental Instruction and Tutoring at Texas Woman's University

Supplemental Instruction (SI) is a program designed to support college students as they transition to the rigors of higher education coursework. Since the model's creation in the 1970's SI has grown significantly providing academic support to college students in courses that demonstrate high failure rates. Colleges have adopted this system as a stopgap to reduce student failures and attrition. This paper explores a hybrid SI system currently operating at Texas Women's University under the title of Supplemental Instruction and Tutoring (SIT). The hybrid system will be evaluated through Banathy's (1992) three lenses of system analysis: the system-environment lens, the functions-structure lens and the process lens. Based on this analysis, recommendations will be provided to SIT stakeholders as a systematic approach for improving and sustaining the program.

Santillan-Jimenez, E.

University of Kentucky

Sandia

Using Research Center-Based Mentoring to Increase Minority Participation in Engineering

Although a diverse workforce is considered critical to the advancement of science and engineering, assuaging the underrepresentation of minorities in these fields remains challenging. Mentoring is an effective tool for improving academic performance that has also proven capable of attracting and retaining minority students. However, albeit some reports exist on the mentoring of minority students in engineering, work in this area is still inchoate. For instance, there is a lack of literature on the potential benefits of housing these programs in research centers relative to traditional engineering departments. The latter is unfortunate, since research centers commonly display a number of characteristics that make them an ideal venue for mentoring initiatives designed to increase minority participation in engineering, including higher research staff-to-student ratios, the absence of the role strain caused by the teaching and administrative load of faculty, and highly topical research portfolios. Notably, a mentoring program based at the University of Kentucky Center for Applied Energy Research is currently striving to fill this knowledge gap, the emphasis being placed on addressing the shortcomings found in previous mentoring studies. Indeed, both cross-sectional and longitudinal components have been included in a quasi-experimental design comprising multiple controls. In addition, both objective (e.g., GPAs and retention rates) and subjective (e.g., feelings of integration to the university environment and opinions on the importance of having a mentor of the same race and/or gender) parameters are being monitored and evaluated in order to assess the effectiveness of this intervention and understand the lived experience of participating students.

Schmude, M. & Koerwer, S.

The Commonwealth Medical College

Spirit

A Case Study in Appreciative Advising and Positive Psychology for Student Success

The Master of Biomedical Sciences (MBS) Program at The Commonwealth Medical College (TCMC) provides an opportunity for students to explore and prepare for careers in biomedical, pharmaceutical and health science fields. Utilizing the theories and practice of positive psychology (as articulated by Dr. Martin Seligman in pursuit of personal growth and a satisfactory life) and appreciative advising (as articulated by Dr. Jennifer Bloom grounded in positive, open ended discussions between advisor and student) a student success model was developed and incorporated into the Professional Development course content of the MBS Program for the 2014-2015 academic year. Student outcomes, specific to placement results in professional school and health-related careers, one year after graduation served as the focal point for measuring student success. In 2015, sixty-three students graduated and fifty-nine were accepted into a professional school or employed in health-related careers within one year after graduation. The researchers believe the deployment of appreciative advising, positive psychology and associated tools, served as a key to the success in student placement. Keywords: positive psychology, appreciative advising, student success, career placement

Loop, J.

Ithaca College

Scholars

Deciphering the Role of Undergraduate Tutors in the Classroom

The Film Aesthetics & Analysis (A&A) course in the Roy H. Park School of Communications at Ithaca College upholds a global standard of screen studies curricula. As one of only a handful of large lecture courses within the school, it is also supported by a privately-funded tutoring program. In the 2015-2016 academic year, a strategic interviewing, training and record-keeping strategy was implemented for this tutoring program. This paper explores the successes, failures and lessons learned, as well as the scaffolding established for continued growth of this program and potential expansion to support additional large-lecture courses as the school continues to see enrollment growth. The methodology of this program is based on that of a traditional group formula in which mentors share knowledge with mentees (tutors) over a long period of time to benefit both the group internally and externally. Of the 10 undergraduate tutors in the Fall 2016 semester, six were deemed "successful and productive" by the teaching team. This led to a revamped and formalized interview and pre-hiring process now being implemented.

Concurrent Session | 10:00 AM - 10:45 AM

Lee, S. & Escudier, M.

Austin Community College

Santa Ana A

Competency-Based Mentor Support to Foster Relationship Development

College graduation/transfer and retention rates for minority and first generation students fall behind those of traditional students (DeAngelo et al., 2011). One solution for the low retention and transfer rates at Austin Community College (ACC) is to provide academic and developmental support for students through a variety of mentoring programs. Support for these mentoring programs are provided through a central office and provides the foundation by support new mentors to fill the different student needs. The initiative of this project was derived from a faculty innovation grant proposal to pair students with volunteer mentors working in the field. The ensuing research uncovered a wide range of existing mentor programs at ACC. They are categorized according to student needs or to the needs of an academic program. Our conversation with stakeholders revealed the

need for a comprehensive mentor support system that includes training, data collection, a more efficient process for communication and matching mentors with students. The design of this system involved several academic and student support offices. Our approach was based on a Delphi study (ACC, 2015) of the key mentor competencies. Our development of the support mechanisms was based on this analysis. The design of the support mechanisms includes mentor training, a central website to market the programs and share resources, and a web application to support mentor-mentee matching, job exploration, data collection, and communication for mentor coordinators and participants. The purpose of this presentation is to give an overview of this design and share the process of establishing a holistic system to support developmental relationships.

Kramer, L. & Barrera, I.
National University & University of New Mexico
Santa Ana B

Paradox and 3rd Space: The Forgotten Elements in Successful Mentoring
Successful mentoring involves two major components: the relationship between mentors and mentees and the transfer of knowledge/skills from mentor to mentee. Typically, the mentee is perceived as the "giver" or helper and the mentee as the "receiver" or helpee in relation to these components. A review of research evidence by Lord, Atkinson, and Mitchell (2008) on mentoring and coaching defines mentoring "as being concerned with 'growing an individual,' [presumably the mentee] both professionally and personally. It is linked with professional and career development [presumably of the mentee], and is somewhat characterized by an 'expert-novice' relationship. It is not surprising then, two common issues become critical: the mentee's degree of investment in the mentoring process and the degree to which the mentee's unique strengths and capabilities are tapped and leveraged to achieve desired outcomes. This presentation focuses on two concepts designed to address these issues: paradox and 3rd Space, a concept associated with the Skilled Dialogue approach (Barrera and Kramer, 2009). These concepts have been found by the presenters to result in increased mentee buy-in as well as an increase in mentors' ability to identity and leverage mentees' unique strengths and talents. The first half of the presentation reviews selected literature in relation to the two issues identified above. The second half focuses on the benefits of addressing paradox and 3rd Space in mentoring relationships. Specific strategies for developing them in mentoring relationships will be given and concrete examples from the presenters' experience will be shared.

Stern, M. & Ginsburg, H.
Texas State University
Acoma B

Ajzen's Theory of Planned Behavior: Assessing Mentorship in Student Retention
Most analyses examining student success rates for passing college courses and completing a degree program emphasize traditional factors like High School Class Rank and standardized tests and are often used for college admissions as a prediction of student success and degree attainment. In our preparatory 2016 literature review of student affairs journals, no theory of planned behavior for degree attainment has yet been proposed and tested. Ajzen's (1991) Theory of Planned Behavior (TPB) was constructed to describe and predict the relative strength of psycho-social factors contributing to achieving planned goals. It has been effectively used with goals attainment for medical and health adherence, such as factors for long-term exercise, diet, and positive lifestyle change (Bellows-Riecken et al., 2008). As such, the theory appears well-suited to evaluate the role of mentoring as a factor in college graduation. We predict that the presence of a mentor may be a key element of university retention and students' degree completion. Mentoring may be equally or more important than the strength of common factors in Ajzen's theory: attitudes, subjective social norms (e.g., friends, family), an individual's perceived control, and intent/motivation to pursue a plan leading to goal achievement. We will present a mentoring model and how it may be useful in constructing a new predictive instrument to measure the likelihood of obtaining a college degree among Hispanic students. A quantitative factor analysis is proposed to evaluate the TPB applied to a student obtaining a college degree and the extent to which mentorship is a key factor.

Icard, A., Theaker, S., & Shephard, E.
Bethany College
Luminaria

Digital Dialogue: A Narrative of Reflective Practices
For the educator, deliberate reflective practice enables professional growth and development. Reflection is a cognitive process that involves active consideration and deliberate dialogue (Sellar, 2013). When video reflective practice is encouraged, an increased depth of reflection is promoted (Orlova, 2009). For teacher candidates, scaffolding and guidance is critical for an in-depth reflection (Dewey, 1933) (Vygotsky, 1978). A qualitative content analysis provides a representation of teacher candidate reflective dialogue. The utilization of video to record teaching and employ as a reflective tool enables educators an authentic view of their teaching practice. When teacher candidates are asked to critically analyze their teaching and are provided with essential questions, it is imperative to discover their zone of proximal development to improve mentoring and increase learning (Vygotsky, 1978). The codes and categories that emerged in the data analysis provides valuable information that enhances teacher candidate mentoring and advising. The presented narrative is a representation of teacher candidate concerns, including pedagogical strengths and weaknesses, for an improved mentoring and support system.

Towers, G., Carr, D., & Poulsen, J.
Indiana University-Purdue University Columbus
Alumni

Career Self Efficacy Mentoring for Pre-Promotion Under-Represented Faculty
Effective mentoring for under-represented, pre-promotion faculty is an urgent issue facing universities. At Indiana University – Purdue University Columbus (IUPUC), 56% of faculty are women, 22% are minorities, and, as an indicator of working-class origins, 48% are first generation college graduates. In 2015-16, IUPUC piloted a mentoring program on career self-efficacy for this faculty cohort funded with a grant from Indiana University – Purdue University Indianapolis' Mentoring Academy. To inform the pilot, an assessment of mentoring needs was conducted. IUPUC's under-represented faculty rated mentoring on research, teaching, tenure, and promotion - crucibles of career success – higher than all other suggested needs. The assessment confirmed that for these faculty, charting a career in the unfamiliar world of academia is daunting. Increasing career self-efficacy, defined as confidence in one's ability to direct their professional career (Anderson, Goodman & Schlossberg, 2012), was a primary program goal. Program elements included recruiting and pairing 10 mentees and 10 mentors, mentor training, an opening retreat, regular group feedback sessions, focus group assessments, and administration of qualitative and quantitative formative and summative assessments. Program assessment showed that mentoring on career self-efficacy addresses faculty needs effectively.

Lusiani, N. & Fong, A.
Stanford University
Isleta

Maintaining the Intimacy of Coaching while Focused on a Reflection Tool

An effective coaching relationship needs to strike a balance between the teacher feeling safe to take risks and the coach being able to push the teacher toward research-based best practices. This session will consider the question, "How can a coaching program use a rubric to measure a teacher's growth without negatively affecting the nature of the intimate, invested coaching relationship?" The Discussion Reflection Tool (a rubric-like document that includes criteria for high quality student talk as well as a spectrum depicting typical stages that students move through as they achieve greater success with their classroom talk) has been proposed for use with teachers participating in a fellowship through Stanford University's Center to Support Excellence in Teaching. The Hollyhock Fellowship is a two-year experience for secondary teachers consisting of two components each year: summer professional learning at Stanford University and virtual coaching during the school year. The tool was designed for video-based coaching and measures ways in which the teacher is supporting students on a trajectory towards engaging in rigorous disciplinary talk. Two instructional coaches will facilitate a conversation about this tool and its use through viewing sample videos and participant-focused collaborative discussion.

Jackson, L.
Alabama State University
Fiesta A

Pathways to Success: An Executive Leadership Development Initiative for Collegians

The target audience is university leaders (faculty and staff) who interface with students in an advisory or teaching capacity as well as college students who want to understand how to enhance their professional development skills while navigating the college process. The delivery format will be multimedia using Power Point and video. Will also utilize real-life scenarios that students have experienced as well as showcasing direct feedback that graduate schools and employers have shared when it comes to new hires from the collegiate ranks.

Proposal Content: Coaching and guidance and how to best market themselves. The learner will understand how to build and deliver training sessions to expose college students to professional development. The learner will understand sources that they can get current information on graduate schools and employment feedback and needs for new employment. The learner will be able to understand the preferred and most impactful way to communicate with students on the topics of personal and professional development.

Session Outline: This is a workshop focusing on ways faculty and staff can structure professional development opportunities to enhance college students as they continue to go through the process of learning.

Overview: 1. The Definition of Talent (graduate school, professional school, employers). 2. Sources for professional and personal development. 3. Technology and media that can support the development of training. 4. Case Studies (interns, full-time hires and graduate/professional students. 5. Present a structure to deliver personal and professional development.

Tufts, K. A., Wiles, L., Hawkins, J., & Ruffin, S.
Old Dominion University
Fiesta B

Mentorship makes the Difference for Nurses Enrolled in University RN-to BSN Program

The increasing diversity of the U.S. population requires an educationally prepared nursing workforce from diverse cultural, ethnic, racial, and socioeconomic backgrounds to provide culturally competent, high quality health care services and address health care disparities. In Virginia, as in other states, efforts are underway to increase the proportion of nurses with a baccalaureate degree from 60% to 80% by 2020. The "Eastern Shore Nurses (ESNs) RN-to-BSN" project was well aligned with these efforts. The purpose of the project was to facilitate the development of a more ethnically and economically diverse and more educated nursing workforce that is able to serve the health care needs of a culturally diverse rural population. Peer mentorship was employed to support the educational achievement of this cohort of nurses. The authors believed that peer mentors who have already earned the BSN and thus have walked in their shoes would provide the best support to these students. Therefore, peer mentors were assigned to ESNs who are currently enrolled in the RN to BSN program. The mentor-mentee ratio was one-to-three. There were fifteen mentees. Peer mentors were selected because of their prior educational success as well as their diverse ethnic, cultural, and geographic backgrounds. Selected mentors participated in formal training that explored the scope and purpose of mentorship relationships, highlighted strategies for executing effective mentorship, and provided information about how to communicate mentor/mentee expectations. To date, 100 % of mentored ESNs have successfully completed their first RN-to-BSN courses.

Covelli, B.
University of St. Francis
Acoma A

Using Coaching to Drive Strategic Change in Higher Education

Serving as a change agent is a difficult and often lonely role. Motivating employees and colleagues to fully and voluntarily participate in a change process can be a tough challenge especially in light of inevitable cynicism and defiance within organizational structures. Employees fear change for numerous reasons including personal and ego-centric misconceptions about how the change will affect them. However, when change agents approach their role as a coach, the interpersonal connection created helps overcome barriers to a successful process. The coach creates an environment conducive to change. This analysis outlines relevant theory to support that change is difficult, but necessary, and change within higher education can be used to drive innovation and success. The primary purpose of the analysis is to describe several models for proactive and purposeful change using coaching as a leadership strategy. Change is a process, and approaching the process as a coach eases the transition for both the employee and the institution.

Cavalcante, R.
Northern New Mexico College
Sandia

Cognitive Strategies (CBT) as Consultation Tools to Improve Self Efficacy of K-12 Teachers

Teachers who work with students that present behavior problems, in addition to having high levels of stress may also have difficulty implementing effective management and positive behavior support strategies (PBS) for their students. According to the Cognitive-Behavioral (CBT) model, these difficulties may be due to teachers' cognitive distortions that affect negatively their self-efficacy. In order to ensure teachers' effectiveness in dealing with challenging students, it is important for professionals who routinely consult with teachers to be sensitive to those issues and use consultation/coaching strategies that address their low self efficacy and cognitive distortions. This paper will discuss the use of CBT strategies in consultation/coaching with K-12 teachers, the main tenets of CBT and examples of programs in the literature that have successfully employed those consultation/coaching strategies.

Felder, T.
University of South Carolina
Spirit

Mentoring, Training, and Academic Outcomes among Underrepresented Scientists

Background: A key goal of the National Cancer Institute (NCI)'s Community Networks Program Centers (CNPCs) Initiative (2011-2016) is to train students and early-/mid-career investigators [hereafter trainees], particularly those from backgrounds underrepresented in science, in community-based participatory research (CBPR) to reduce cancer-related health disparities. Research suggests that differences in the mentoring and training experiences of investigators from underrepresented groups may contribute to national research achievement gaps [e.g., obtaining National Institutes of Health (NIH) R01s]. Purpose: To explore potential differences in the mentoring, training and academic experiences of CNPC trainees by underrepresented status. Methods: Using data from web-based questionnaires of 144 trainees from the 23 CNPC sites in the U.S. (70% overall response rate), we conducted descriptive statistics on trainees' personal characteristics, mentoring and training experiences, and academic productivity (e.g., funded grants) and satisfaction by underrepresented status, as defined by the NIH. Results: Sixty-six percent of trainees (n=95) identified as being from an NIH-designated underrepresented group. Underrepresented trainees were more likely to be first-generation college graduates (10% vs. 51%, p<0.001), and report fewer first-authored publications (m=7 ± 6 vs. 4 ± 4, p<0.001) in the previous five years than their non-underrepresented counterparts. However, there were no statistically significant differences in the receipt of NIH R01s (p=0.07) or in mentoring or training experiences by NIH underrepresented status. Conclusion: The CBPR training and mentoring methods practiced by the NCI/NIH CNPCs were successful at bringing underrepresented trainees on par with non-underrepresented trainees in terms of securing R01s.

Smircich, P.
Kean University
Scholars

The Other Side of the Desk: The Perceived Effectiveness of a New Teacher Mentoring Program in Northern New Jersey

Mentoring programs are useful in helping novice teachers link the theory of instruction learned in their teacher preparation programs with the practice of classroom teaching. Six research questions guided this study: (a) What was the overall perceived effectiveness of the new teacher mentoring program by the novice teachers? (b) What were their perceptions of the types of support that they received from the mentors? (c) the type and effectiveness of communication used by the mentor? (d) the mentoring program's efficacy in furthering professional growth (e) its influence on their future plans and (f) the differences in the overall perceptions of the mentoring program by novice elementary, middle, and high school teachers. Data were analyzed to describe the effectiveness of the mentoring program in terms of providing appropriate support for first-year teachers. The factors determined to be important to the mentoring program included providing professional and emotional support, feedback on instruction, resources, reflection, and overall support of the induction program. The perceived effectiveness of the mentoring program was strong in areas of support (informational, emotional, instructional) and professional growth, such as being an effective teacher and affecting student learning. Effectiveness was stronger in the areas of working collaboratively with other teachers and developing professional goals than in areas such as helping to prepare new teachers for communication with parents and planning for differentiated instruction. Results revealed that participation in the mentoring program had a positive impact for teachers who chose to stay in the profession.

Plenary Session | 11:00 am – 11:45 am | Ballroom B

Tamara Thorpe
Organizational Development Consultant

The Power of Mentoring Millennials with Generational Competence

Economic shifts over the last twenty years have made the multi-generational workforce a reality, with up to four generations in the workplace today. Millennials became the largest segment of that workforce in 2015, and these increasing numbers are creating significant shifts in the workplace. Organizations not only struggle to navigate age diversity, but also to engage and retain millennial talent. Mentoring is a powerful tool organizations can utilize to develop Millennials professionally and create age-friendly work environments. Of the Millennials in the workforce, fifty percent are in leadership positions already, and a majority of them feel unprepared to lead. Millennials also report that the skills gained in higher education contribute just a small percentage to their ability to carry out their daily responsibilities. To feel more confident and engaged in their work, Millennials want hands-on experience and training which mentoring can provide while increasing productivity, engagement, and retention. The multi-generational workforce requires generational competence and an age-friendly work environment that draws on the strengths of all generations. The ability to understand and accept generational differences facilitates the mutual respect and equity necessary to foster successful intergenerational relationships as co-workers and mentors. In this session, the presenter will define generational competence and its role in age diversity and mentoring. She will discuss the common characteristics of different generational groups and identify specific areas of difference to bridge and commonalities to build upon. She will then outline strategies for developing generational competence and creating powerful intergenerational mentoring relationships.

Concurrent Session | 1:00 pm- 1:45 pm

Helvie-Mason , L.
Tarleton State University
Santa Ana A

Bold Women: A Qualitative Examination of an Undergraduate Women's Mentoring Program

After conducting a focus group with women of color about their experiences at a Predominantly White Institution (PWI), it was apparent that college women of color were experiencing internal conflict, low confidence, and felt disconnected from campus. As a result of this conversation, a women's mentoring program was created with the intent of focusing on leadership and confidence. In an effort to maximize mentoring impact without draining limited funding and faculty time, a two-tiered program called Bold was created. The program incorporated mentoring with a faculty mentor while emphasizing a group-based peer mentoring process where women served as mentors to one another. The name Bold was chosen by women in a focus group who determined it was a trait they would need to successfully complete college. By incorporating service learning, speaking opportunities, and outreach, this program steadily grew. Quantitative data showed programmatic success. Within the Bold program, over 80% of women continue on to graduate programs and the program has 96-100% retention rates annually. Women's mentoring programs, particularly for women of color at PWIs, are not often highlighted in academic research. To better understand the perception and impact of a mentoring program for women of color at a PWI, phenomenological qualitative research was conducted. Through interviews, transcripts, and subsequent content analysis, several primary themes emerged: Empowerment, role of the mentor, culture, and resources. This paper provides information about a two-tiered mentoring program, shares program content, and emphasizes the emergent qualitative themes. Keywords: Women of Color, Mentoring, Predominately White Institutions, Retention Rates, Empowerment, Culture, Resources

Daniels, G.

The University of Alabama

Santa Ana B

The Power of Mentoring and Coaching Young Men of Color: Reflections on Three Initiatives

One of the highlights of President Obama's second administration will be the launch of the My Brother's Keeper Initiative. In February 2014, the President challenged the nation to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential. To provide outreach to these men of color, the philanthropic community responded by committing millions of dollars. This presentation focuses not only on one such initiative—The West Alabama My Brother's Keeper Initiative, but also the role played by the presenter as assistant dean in leading mentoring efforts through his role as a faculty adviser to The Collegiate 100, an affiliate of 100 Black Men of America, Inc. Additionally, this administrator works with an elementary school journalism program, where half of the participants are African American males in grades two to five. This session examines these three initiatives that involve coaching and mentoring in three different ways. The "Collective Impact" model was important to implement a series of Youth Engagement Sessions that made up the West Alabama My Brother's Keeper Initiative. Additionally, the presenter serves as faculty adviser for The Collegiate 100, an organization of black males, many of whom are early in their college careers. Still, the Oakdale Eagle elementary school initiative requires one to "turn on" young men to potential careers in a co-ed environment. The presentation compares and contrasts the approaches taken in each of the three initiatives.

Lusiani, N. & Fong, A.

Stanford University

Acoma B

A Two-Year, Two-Tiered Approach: Professional Development and Coaching

What is the role of coaches in supporting early career teachers in strengthening their practice so that all students have opportunities to learn? What role does sustained professional development have in partnering for an optimum learning experience and the development of a network beyond the teacher-coach relationship? In this paper we examine the effectiveness of a professional development model that is based on the characteristics of practice-based PD (Grossman et al, 2009) and transformative PD (Thompson & Zeuli, 1999) coupled with key ideas about coaching from Aguilar (2013). The program is comprised of a summer institute that engages the participants in developing pedagogical expertise in a core content area, examining issues of equity as a teacher leader, building community, and deepening content knowledge; and monthly, video-based and artifact-based coaching sessions during the following school year. Over the course of eight coaching sessions, participants upload videos of their classrooms, share resources, delve into issues of equity, and build a community with each other. Formative evaluation data indicates that 91% of teachers rated the summer institute as "better" or "far better" than all other PD that they had attended. 94% of teachers rated their coaching experience as "very good" or "excellent" in being individualized to meet the needs of the teacher. In this session, presenters will illustrate the key characteristics of a research-based PD model comprised of a summer institute and instructional coaching by sharing examples and analysis of videos from both the summer institute and the coaching conversations.

Smith, L.

Prairie View A&M University

Luminaria

Accountability, Growth, and Excellence: Mentorship Through the AGEs

"When people are held accountable -- to themselves and their stakeholders -- things get done. Good things" (Tobak, 2012). Often, the comfort level of most leaders when it comes to accountability, especially across workplace generations (Management Mentors, 2012), is to take a more passive approach or avoid disputes altogether hoping that solutions will magically appear and problems will fix themselves. When real issues are brought to the forefront, leaders ignore or address them indirectly by either punishing the party who brought the issues to bear or trying to solve the problem with a collective approach. There is no better way to learn the art of accountability than through the coaching of a seasoned mentor and developmental networks. "As learning is the primary purpose of mentoring, accountability must be a major part of the relationship" (Austin Community College, 2012, p.2). Additionally, accountability requires courageous conversation, and that's no easy feat in leadership and especially reverse generational mentorship. Many theories come into play including emotional intelligence and personality types. It tests the limits of mastering C5E (Communication, Collaboration, Conflict Management, Creativity, Critical Thinking and Ethics), soft skills that are key to leadership excellence (Hairston Green, 2015; Hairston-Green & Smith, 2015). Individual accountability can have both positive and negative conclusions. It is the purpose of this text to explore (1) best practices for keeping healthy accountability at the forefront of leadership and (2) the influence of reverse generational mentorship on accountability. These, we believe, will support professional and personal pursuits towards excellence.

Saller, M.

Bratner Elementary School

Alumni

Creating a School-Wide Collaborative Coaching Community

"Coaching is the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner." Tim Gallwey. Coaching can achieve what no other professional development can; it can build will, skill, knowledge, and capacity because it goes into the intellect, behaviors, practices, beliefs, values, and feelings of an educator (Aguilar, 2013). The strategies used to achieve this can be used by anyone where there is an environment of growth and development of an individual and authentic integration of skills and passion for the greater good. So, why do we limit the skills of coaching to one person in a building that has the label of "coach"? How can one person truly implement and drive the level of transformation that our modern day education system desperately needs? We believe that if every staff member is empowered to learn and implement the basics of coaching, then through a collaborative community of coaches throughout the school, the correct environment will be created for authentic, engaging learning that leads to real, school-wide transformation. Learn ways to build the proper environment where all conversations turn into coaching conversations. Participants will be given a year-long PD schedule that will introduce the collaborative coaching philosophy to your staff and then walk you through the process of developing the conditions for unlocking the true potential of the adults in your building.

Valadez, G.

California State University-San Marcos

Isleta

Project Based Learning as a Foundation for Teacher Mentoring

As teachers transition from high stakes test-prep pedagogy of the fading NCLB era, there is a need for professional development in designing curricula that is consistent with the depth and complexity demanded from the Common Core State Standards. This paper will detail the efforts of professors at a California State University and teachers in a public school districts undertaken to develop skills and knowledge required to design performance-based assessments and teaching methods aligned to district and California learning outcomes. This paper will articulate how Project Based Learning can be implemented as a framework for effective teacher mentorship. In particular, the following key concepts from Project Based Learning will be articulated as effective mentorship efforts: In Depth Inquiry, Driving Questions, Teacher Voice and Choice, Need to Know. The paper will also describe a six-month process of structured daylong teacher workshops completed in 2016. Notably, we will discuss field observations during school-site visitations, application of

project overview design templates, peer collaboration and feedback. Both university and school site teachers collected resources and built projects aligned with district expectations and state standards using Project Based Learning concepts.

Cronkite, R., Weitlauf, J., & Hager, M.

Veterans Affairs, Palo Alto Health Care System & Stanford University

Fiesta B

Enhancing National Developmental Networks in Academic Medicine

The Veterans Administration (VA) Health Services Research and Development (HSR&D) Career Development Award (CDA) Program, established in 1991, is the primary mechanism for recruiting, supporting, and retaining promising health services researchers in VA. A multi-phase evaluation of the CDA Program, including a 20-year retrospective assessment of awardee career outcomes, indicates that the program effectively selects, mentors, and retains promising health scientists into productive VA and university-affiliated academic careers. With the adoption of the developmental networks perspective, the VA CDA Enhancement Initiative (CDAei) Program, established in the fall of 2014, addresses mentees' and mentors' expressed desire for greater opportunities for mentorship and professional networking nationwide. The overall objective of the CDAei program is to further strengthen the national HSR&D CDA community of scholars via virtual and in-person opportunities for supplemental mentoring, education, and professional networking. Key components include: (1) the creation of a national cadre of supplemental senior mentors, with facilitation of mentee/mentor matches based upon mutual interests, skills, and needs; (2) a virtual curriculum (monthly webinars), comprised of one series on mentoring and career development, and another series where CDAs present their research-in-progress; (3) virtual and in-person professional networking opportunities; and (4) an online Resource Toolkit that serves as an up-to-date repository of all CDAei Program activities and resources. A comprehensive evaluation of CDAei Program outcomes indicates successful implementation of the program and stakeholder satisfaction with each component, as well as enhanced developmental networks and academic productivity.

Huff, M.

University of New Mexico

Acoma A

Mindful Leadership: How to Create a Productive Work Environment through Mentoring

In the context of developmental mentoring (cooperative or mentee-driven) relationships, a mentor must first know, understand, and trust themselves before proceeding to develop an authentic relationship with a mentee. Only then can s/he focus on the wants and needs of the mentee. Self-knowledge, listening deeply, articulating clearly, setting realistic goals, developing trust, and deploying compassion are all skills required to practice mindful mentorship. Mindfulness in this setting is non-judgmental, present moment awareness. This workshop will step through these skills. Self-knowledge: taking stock of strengths and weaknesses, being open to new experiences, able to accept responsibility, and reflective of experiences. Knowing your partner: by asking questions, making connections, and sharing oneself. Listening deeply: by actively paraphrasing what is heard and being aware of biases, filters, triggers, and assumptions (blocks). Articulating clearly: by avoiding ambiguity, being honest and direct in speech. Setting realistic goals: by discussing possible outcomes and agreeing on a direction for the relationship to be sure the mentee will benefit, both in the short and the long term. Developing trust: by keeping commitments, accepting responsibility. Deploying compassion: by using all the skills listed above and being empathetic and not attached to emotion or ego.

Gray, P.

Illinois Wesleyan University

Sandia

Working Without a Net(work): Mentoring in Teacher Education

This paper explores ways of supporting beginning teachers through an extended process of self-study. This self-study process begins ideally during the teacher preparation program prior to teacher licensure and supports undergraduates as they examine their own practice under the guidance of faculty. Once licensed, beginning teachers are then equipped to take self-study skills into their first year of teaching. This preparation for self-study opens up the potential for beginning teachers to enter the realm of the profession by equipping them to present at professional conferences and in turn creates a powerful cycle of contribution to and benefit from the research on professional teaching. Furthermore, self-study skills enable beginning teachers to examine and perhaps solve their own educational quandaries when more formal mentoring programs are not available.

Jasso, L.

Concordia University-Irvine

Spirit

Teacher Perceptions of Effective Instructional Coaching in Professional Development

To support the implementation of professional development initiatives in the classroom, many school districts are utilizing instructional coaches. An instructional coach is a professional partner that supports teachers in implementing "research-based instructional practices into their teaching" (Knight, 2009, p. 30). While the role of the coach should be supporting the teacher in implementing change in the classroom (Killion & Kennedy, 2009; Knight, 2007), there are gaps in the research addressing the effectiveness of specific coaching practices (Croft, Coggshall, Dolan & Powers, 2010; DeNisco, 2015). To address this issue, teachers who were recently engaged in professional development on supporting Kindergarten through Grade Eight English learners with the language demands of the Common Core were surveyed to identify which aspects of coaching they find most effective in supporting change in the classroom. Data was collected to measure the correlation, if any, between the principles of adult learning, or "andragogy" (Knowles, Holton, & Swanson, 1998) and what teachers perceive to be effective approaches to coaching. As adult learners, it was anticipated that the principles of andragogy would have a positive correlation on teachers' perceptions of coaching as a form of their professional learning including teacher-coach relationships, and teacher receptiveness to engaging in instructional coaching as part of their professional development. By examining coaching practices alongside the principles of andragogy, this study sheds new light on adragogical coaching practices to inform the coaching profession as well as the body of literature on coaching.

Concurrent Session | 2:00 pm- 2:45 pm

Collet, V.

University of Arkansas

Santa Ana A

The Dialogic Nature of Mentoring: Supporting Student Teachers using the GIR Model

This study evaluates the Gradual Increase of Responsibility (GIR) model as guide and descriptor for a mentoring process that uses school-based mentors to support teaching interns. The study examines whether mentoring using this model leads to more effective teaching by interns. Mentors are tasked with supporting student teachers' acquisition of understanding and confidence so that they are equipped to take up the teaching profession in a classroom of their own. Findings indicate that mentoring using the GIR model appeared to facilitate instructional change for interns with different ranges of proficiency by allowing for appropriation of ideas through modeling and through the dialogic interactions of recommending, questioning, affirming, and praising. By varying their mentoring approach depending on knowledge of the learner, mentors facilitated their interns' growth through adaptive scaffolding based on learners' needs. The Gradual Increase of Responsibility model, a research-based description of how mentoring changes over time, has the potential to guide mentors as they thoughtfully engage their student teachers in dialogue to improve instruction.

Cruell, G.

Ethnos Leadership

Santa Ana B

Ethnos Leadership-Making a Difference Through Authentic Mentorship

The word nations in the original Greek form is ethnos. Ethnos may be defined as a group of people bound together by the same customs, conduct, language, behaviors or other distinguishing features. Accordingly, the Ethnos Leadership Process (ELP) is a principle-centered leadership development process that is relevant in any context, situation, environment or organization. At the core of the ELP process is mentorship. The premise of Ethnos Leadership (EL) is that leadership and mentorship are the opposite sides of the same coin. Leadership is genuine when mentorship is the quintessential fundamental element. The partnership of leadership and mentorship is a symbiotic relationship that cannot exist without the other. As such, the ELP begins with purposeful relationships that leads to authentic accountability that is the mentoring leader's professional responsibility. The focus of an Ethnos Leader is to expand one's perspective of leadership by becoming an intentional multi-ethnic, multi-generational influencer shaped by a self-evaluating and self-reflective leadership process of discovering, developing, and discipling (mentoring) that makes a difference. Whether a leader for many years or a new emerging leader, EL is a blueprint to reinforce, strengthen, and sharpen leadership skills by exploring what it means to be (character), become (capabilities), and do (competencies) in any environment or organizational setting. Two questions will provide focus for this paper and assist in understanding the philosophy that underlies the ELP: (1) What is Ethnos Leadership? (2) Why Ethnos Leadership?

Stevens, K. L.

Columbia Basin College

Acoma B

New Faculty Mentoring at a Community College: Lessons Learned over the First Three Years

Although there is much research on the benefits of mentoring (Finkelstein & Poteet, 2009), relatively little has been written about faculty mentoring at community colleges. Columbia Basin College (CBC), a community college in southeastern Washington State, developed and implemented a mentoring program for new faculty starting in the fall of 2013. This paper and presentation will describe the design, implementation, and evaluation of the program over its first three years. Program review data was originally presented at the University of New Mexico mentoring institute in 2014, after the end of the first year of the program. This paper and presentation will examine the lessons learned over the course of the first three years of the program. Implications for the design and implementation of a successful new faculty mentoring program will also be discussed.

Dotterweich, D.

East Tennessee State University

Luminaria

Best Practices in Undergraduate Business Honors Thesis Advising

Over the past thirteen years, I have served as Honors Thesis Advisor to approximately 50 undergraduate business majors. At my institution, many faculties serve as thesis advisors. The relationship between mentor and mentee is left to the advisor and advisee to work out together. This can result in a number of undesirable outcomes including: a student failing to successfully complete their thesis; the mentor being inaccessible and unresponsive to students' requests; or the student failing to contact the faculty member with questions. These situations have led to dissatisfaction among both parties and unwillingness by other students or faculty to take on future thesis assignments at my institution. The purpose of this paper is to provide a set of principles or policy guidelines for an academic unit that is overseeing thesis experiences. Even very talented students find conducing applied research to be very challenging and dissimilar to anything they have experienced in the past. There are twenty (20) principles included in the paper. Honors students at our institution provide feedback on the honors program and their thesis experiences both informally and at their thesis defenses. Those reporting a positive thesis experience indicate that they follow many of the principles contained in this paper. Their faculties are generally willing to oversee another mentee in the future. Those students or faculties having a negative mentoring outcome most commonly do not follow these guidelines and do not want to participate in a mentoring relationship again.

Ozgen, M.

Koç University

Alumni

Appreciative Intelligence as a Determinant of Mentoring Intentions in the Workplace

This paper explores if Appreciative Intelligence® (the ability to perceive the positive inherent generative potential in a given situation and to act purposively to transform the potential to outcomes) can act as a determinant of an individual's willingness to mentor others. Using a survey developed using the Appreciative Intelligence® scale (Whitaker, Thatchenkery & Godwin, N.d.) we hoped to identify the characteristics that might distinguish those who are more willing to mentor others from those who are less willing. Personnel from a university and a local security company in Istanbul, Turkey participated in the study. Survey responses from 60 participants with minimum two years of full time work experience were sought and 45 responses from both the university and the security company were received. The research design was based on a quantitative methodology using employees in a field setting and the data from individual responses were analyzed. Surprisingly, initial results did not indicate a statistically significant relationship between Appreciative Intelligence® and willingness to mentor. We will present various scenarios regarding what might have produced such counter-intuitive findings. Possible explanations include cultural aspects related to mentoring or the psychodynamics associated with being put on the spotlight regarding one's intention to mentor. We hope that further studies will contribute not only to the scholarly literature on mentoring but also to the practitioner world by providing more guidelines for the efficient recruiting and training of candidates willing to mentor others.

Bush, P.
Emory University
Isleta

50 Years of Orthopedic Mentoring: What has Changed?

The training environment for physicians is suspected to have negative effects on humanism and professionalism for some trainees that adversely impacts their future workplace relationships (Coulehan & Williams, 2001). Many believe professionalism results from a combination of mentoring and role modeling. Only one report of a study was found in orthopaedic literature on the subject of mentoring during residency although calls for better mentoring have abounded since the 1980s (Flint, Jahangir, Browner & Mehta, 2009). This grounded theory study was designed to understand whether mentors help maintain humanism among orthopaedic surgeons. Results from 32 participant interviews about mentor/mentee experiences were compared. Eleven surgeons had been in practice between 31 and 50 years (34%), six had been in practice between 11 and 30 years (18%), and 15 had been in practice less than 10 years (48%). Analysis revealed 1) learning and working environment changes negatively influenced mentor availability and faculty time for effective mentoring, and 2) the youngest surgeons were more prone to seek mentors out for specific purposes to fill in gaps in their knowledge than they were to have long relationships with a couple of mentors. Whether this new paradigm of medical residency mentoring, that effectively means residents are creating their own developmental networks of mentors, will also continue to allow passage of humanistic values that are expected of physicians to future mentees, is an important question that remains to be studied in the future.

Hinnenkamp, C.
Whitworth University
Fiesta A

Culture Change on the way to Accreditation: Engaging in Research at a Teaching School

Perhaps the most challenging aspects of the accreditation process for small teaching schools is the formation of faculty capable of publishing peer reviewed journal articles. Standard fifteen of the AACSB (Association for the Advancement of Collegiate Schools of Business) standards requires a school to maintain participating faculty who collectively and individually demonstrate significant academic engagement sustaining the intellectual capital necessary to achieve quality outcomes consistent with the school's mission. Of the four categories of AACSB qualified faculty, two involve the ability to engage in research that can be disseminated through peer reviewed presentations, articles, books, or acceptable media. While Scholarly Academics (SA) and Scholarly Practitioners (SP) generally differ in their level of professional experience, the key for both categories is the ability to actively engage in research in their fields and then turn that research into acceptable forms of publication. Although most faculty have engaged in research at some point in their careers, a surprisingly small number have published research in peer reviewed publications. A variety of factors explain this lack of scholarly production, however, for teaching schools where research is generally undervalued and not rewarded, the challenge of creating research productivity is enormous. Such productivity is necessary if a school is to be accredited by AACSB. This paper provides a transformational model delineating how a teaching oriented business school can integrate research and publication into its mission by creating a culture where research is a normative, socially desirable behavior that can result in the production of refereed journal articles independent of faculty members' attitudes toward research. Keywords: faculty mentoring, faculty development in accreditation

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Acoma A

Mentorship at all Levels: A Culture of Mentorship in a Health-Professions Degree Program

OBJECTIVES: 1) Conduct an assessment of current mentorship; 2) describe formal and informal mentorship practices for faculty and students; and, 3) use data to refine the mentorship programs. PROCESS: Mentorship was sought out independently by faculty and students. Student and faculty-driven approaches worked with the program's administration to develop initial mentorship methodologies. Both student and faculty mentoring programs have implemented surveys to assess future needs and improve their approaches. Faculty needs arose from being a newer program with many junior members, while students wanted peer mentorship in addition to faculty mentorship (from assigned advisors). For faculty, a task-force assessed needs and initiated a formalized mentoring program. For students, organizations developed their own processes to connect mentors-mentees across cohorts. For faculty mentoring of students, improvement was informed by survey data, faculty feedback, and accreditation requirements. OUTCOMES: Faculty reported high initial interest (83%) in developing a mentoring program. Faculty favored a voluntary program, a flexible structure, and a self-selected peer-mentoring approach. The faculty program had 86% participation (year one) and 79% (year two). Additionally, 85% of faculty reported value-added from informal mentors. Student surveys showed a preference for loosely structured meetings (66%), also suggesting peer mentorship occurred more frequently in a one-directional manner (58%). Formalization of the faculty-student mentorship relationship led to an increase in students' feelings of faculty support. IMPLICATIONS: A program-wide mentorship culture can be of benefit when students, faculty, and administration approach mentorship from multiple directions. Continued formalized activities and events are necessary to maintain a culture of mentorship.

Loop, J.
Roy H. Park School of Communications
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In-School Advising Methods for First-Year Students

Ongoing research explores the university model, professional advising practice instituted by the Roy H. Park School of Communications at Ithaca College during the 2015-2016 academic year. With its largest freshman class ever of 500 students, the school implemented a new model for first-year students, which combined one faculty member/professional advisor and one professional advisor from the College's Academic Advising Center. At the start of the spring semester, the school made one adjustment: removing the professional advisor, located in the College's central advising office, and placing another faculty member into that position. This paper explores the advising model, which the Park School attempted to emulate and the intricacies of what worked (and didn't) in one institution's adaptations. This study explores the steps faculty are taking to navigate the roles of professor, advisor, and mentor to first-year students; the transition from first-year to upper-class advising and mentoring; and the future of the O'Banion Model of advising in the Park School. Keywords: collaboration, faculty advising, professional advising, metacognition, O'Banion Model, Proactive Advising, Intrusive Advising

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The TOP TEN Mentoring Principles Everyone Needs to Understand

As mentors, we have a high calling to empower and impart wisdom. Numerous mentors enter the mentoring relationship underdeveloped and under skilled having minimal impact on those mentored. Equipped mentors will not only have a greater impact but also leave a better example for those mentored. Obviously, how we were mentored will significantly affect how we will mentor. It is imperative that we provide the highest possible training to mentors. These top ten principles every mentor needs to know, will give insight to mentoring dynamics and assist the mentor in confidence and skill. As mentors, we have a high calling to empower and impart wisdom. Numerous mentors enter the mentoring relationship underdeveloped and under skilled having minimal impact on those mentored. Equipped mentors will not only have a greater impact but also leave a better example for those mentored. Obviously, how we were mentored will significantly affect how we will mentor. It is imperative that we provide the highest possible training to mentors. These top ten principles every mentor needs to know, will give insight to mentoring dynamics and assist the mentor in confidence and skill.

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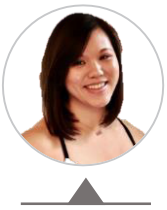

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Level 3

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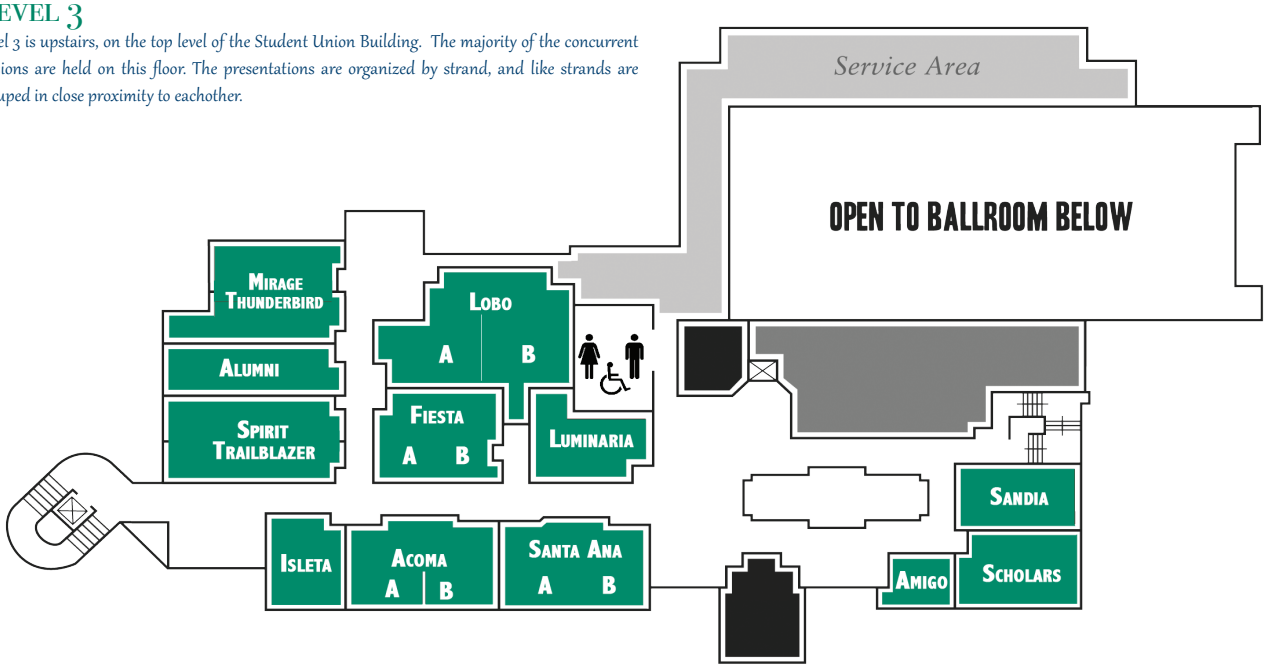

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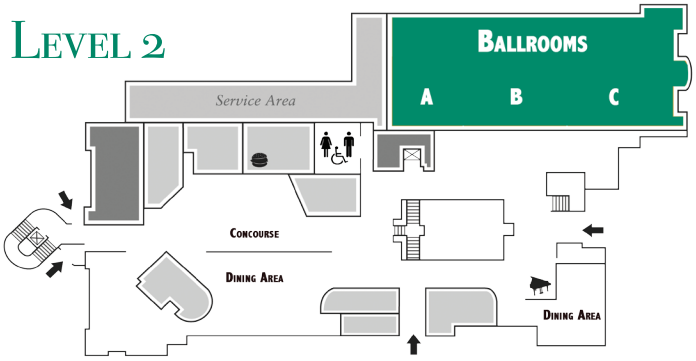

Level 2

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

Level 1

Level 1

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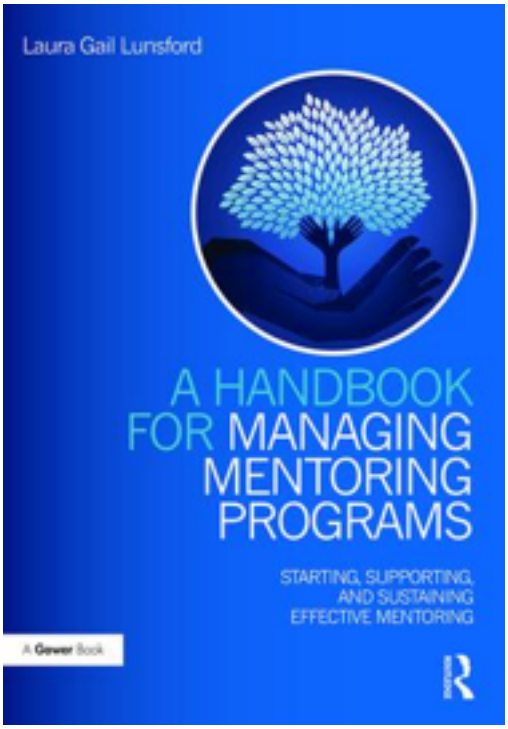

A Handbook for Managing Mentoring Programs

Drawing on research on mentoring and coaching in psychology, education and organizations, this handbook translates research into practice by helping program administrators learn more about the behaviors of mentoring, stages of mentoring relationships, elements of high quality relationships, and recognizing and avoiding dysfunctional ones. The book includes diagnostic surveys and case studies that coordinators might use in their programs and makes an important contribution to the literature on mentoring, providing a practical, up-to-date resource for those working in the field on how to set up, run, and evaluate their mentoring programs.

"A valuable and evidence-based addition to the resources for mentoring programme managers - full of examples and practical guidance. Laura Lunsford captures both the complexity and the simplicity of making mentoring work in a wide variety of contexts. A welcome addition to my bookshelf and recommended reading lists."

David Clutterbuck, David Clutterbuck Partnership '

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Allison McWilliams, Wake Forest University, USA

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W. Brad Johnson, United States Naval Academy and Johns Hopkins University, USA

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Laura Gail Lunsford is the Director of the Swain Center at UNC-Wilmington's Cameron School of Business. Prior to becoming the director she was a tenured Associate Professor in Psychology at the University of Arizona. She studies leader development and the psychology of coaching and mentoring. She has published 30 chapters, peer-reviewed articles, and case studies on mentoring and leadership. Over the last six years she has given 30 peer-reviewed talks at conferences on mentoring in the U.S., Mexico, and Europe and she consults with organizations interested in leader development and mentoring/coaching programs.

https://www.routledge.com/A-Handbook-for-Managing-Mentoring-Programs-Starting-Supporting-and-Sustaining/Lunsford/p/book/9781472463227

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