



INTERNATIONAL MENTORING ASSOCIATION

2024 CONFERENCE

**MENTORING MOMENTUM: MOVING
FORWARD AND BUILDING TRACTION**

CHARLOTTE, NC

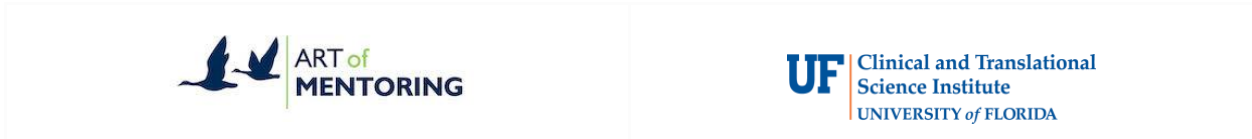
FEBRUARY 26-27 | HILTON CHARLOTTE UNIVERSITY PLACE

#MentoringMomentum2024

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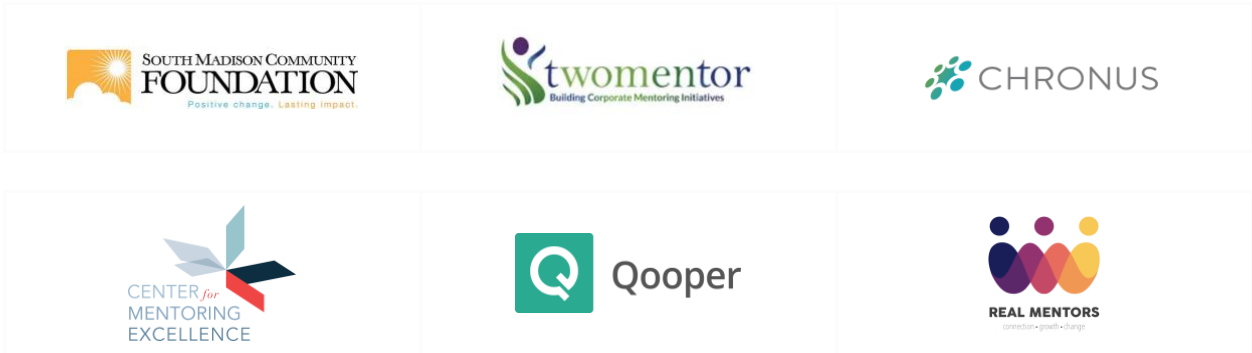
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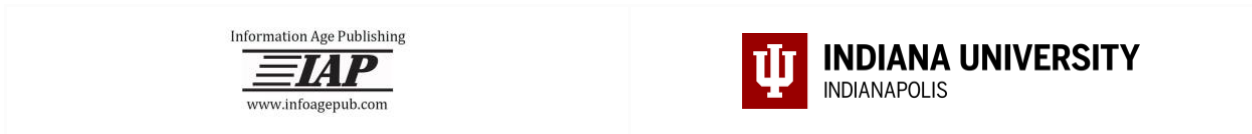


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SCHEDULE AT-A-GLANCE

SUNDAY, FEBRUARY 25, 2024

PRE-CONFERENCE WORKSHOPS

8:00 AM - 4:00 PM	Burnham	<i>Mentoring Certification Training, facilitated by Kathleen Sciarappa and Miriam Witmer</i>
9:00 AM - 12:30 PM	Walden	<i>Managing a Mentoring Program, facilitated by Laura Lunsford</i>

MONDAY, FEBRUARY 26, 2024

8:00 - 8:30 AM Lakeshore Breakfast and Newcomer’s Introductions

8:45- 10:00 AM Lakeshore **CONFERENCE OPENING SESSION**

Mindful Moment / Jayanti McLain

Actualizing Inclusive Mentoring Conversations / Mary-Frances Winters

10:10 -11:00 AM CONCURRENT SESSIONS

University - A *Preschool pre-service teachers’ engagement during the COVID-19 pandemic: An international perspective of Community of Practice / Dr. Zitong Wei*

University - B *The impact of intergenerational mentorship: cultivating strong foundations for an early culture of giving in the Lutgert College of Business and SWFL community / Maria Sotomayor Carrillo MA, Caroline Vives-Vietri*

University - C *Transformative CoMentoring Through a Restorative Justice Lens: Fostering Personal and Organizational Wellbeing / Dr. Frances Kochan, Dr. Mirna Ramos-Diaz*

University - D *Making the Implicit Explicit--Tools for Proactive Mentoring / Dr. Noro Andriamanalina*

University - E **TREND TALKS**

Mentoring in International Educational Spaces: Prioritizing Wellbeing and Inclusion / Dr. Rebecca Stroud, Rebecca Evans MA, Michelle Massey MA

Demystifying Reverse Mentoring: What It Is, What It Isn’t & How It Can Break Down Workplace Silos / Lydia Frank

The Importance of the Mentoring Mindset of the Mentee / Dr. Linda Searby

#MentoringMomentum2024

SCHEDULE AT-A-GLANCE, Continued

MONDAY, FEBRUARY 26, 2024

11:00 - 11:50 AM

CONCURRENT SESSIONS

University - A

Professional Identity Formation Through Structured Mentor Training / Dr. Kinga Káplár-Kodacsy, Dr. Roger Fillingim

University - B

An Innovative Approach for Principal Well-being: Developing the SPLMP Conceptual Framework / Dr. Ellen Hahn Reames, Dr. Yvette Bynum, Dr. Brenda Mendiola, Dr. Linda Searby, Angela Adair, Rhonda Wheeler

University - C

Exploring the Impact of the Covid-19 Pandemic on Peer Mentor Self-Efficacy and Well-being / Dr. Catherine Cordova, Dr. Benjamin Kutsyuruba

University - D

A Way Forward: Aligning Organizational DE&I and Mentoring Efforts to Enhance Effectiveness, Impact and Innovation / Dr. Audrey Murrell, Dr. Frits Pil, Samuel Allen MA

University - E

TREND TALKS

Capturing the Wisdom of Retired Teachers / Dr. Carol Pelletier Radford

Unlocking the Potential Within: Nurturing Internal Talent through Mentorship / Janet Huber, Tiffany Long, Ricky Patel

When do I call you by your first name? - Creating an effective mentor-mentee relationship across a shift in power dynamic / Dr. Elaine Fournier, Dr. Shelleyann Scott

12:00 - 1:45 PM Lakeshore

LUNCH AND KEYNOTE PRESENTATION



Session Sponsored by Art of Mentoring

Designing Transformative Experiences / Dr. Brad McLain

Lifetime Achievement Award: Dr. Frances Kochan

2:00 - 2:30 PM Gallery Area

NETWORKING AND VENDORS SHOWCASE



Scan to visit IAP Virtual Conference Bookstore

#MentoringMomentum2024

SCHEDULE AT-A-GLANCE, Continued

MONDAY, FEBRUARY 26, 2024

2:30 - 4:00 PM Glenwaters

WORLD CAFÉ

Gaining Traction and Momentum for Mentoring / Andrea Engler and Benjamin Kutsyuruba

Join us for a fun, interactive session, which features a structured conversational process for knowledge sharing in which groups of people discuss a topic at several small tables like those in a café.

4:00 - 5:30 PM

NETWORKING RECEPTION AND VENDOR SHOWCASE & POSTER SESSIONS

Gallery Area Networking Reception and Vendor Showcase

Lakeview Poster Sessions

POSTER SESSIONS

Creating a Successful Alumni Connections Program / Melanie Armstrong

Mentoring that can be Applied Across Industries: Four mentoring programs from educational leadership hold promise for your workplace / Dr. Dana Griggs, Dr. Donna Augustine-Shaw

Experiences of Mentorship for Neurodivergent Educators / Haley Clark MA, Dr. Benjamin Kutsyuruba

The Role of Mentoring in Early and Mid-Late Career Teacher Wellbeing / Dr. Benjamin Kutsyuruba, Haley Clark MA

Wayfind: A College Access Program with a Foundation in Mentorship / Dr. Abby Holland, Victor Zapata-Quintanilla, Abigail Cruz

Moving Forward and Building Traction for Mentorship Education: Examining Factors Promoting and Limiting the Dissemination of Research Mentor Training / Ms. Kimberly Spencer, Dr. Melissa McDaniels

The ABCS of Faculty Well Being / Dr. Dana Mitra

Navigating Academia: Mentoring Strategies in Higher Education / Dr. Aloysius Madufo, Dr. Shelleyann Scott, Dr. Donald Scott

How Women Can Maximize Mentorship Opportunities to Address Corporate America's "Broken Rung" Barrier to Leadership / Megan Abraham

#MentoringMomentum2024

SCHEDULE AT-A-GLANCE, Continued

MONDAY, FEBRUARY 26, 2024

Enhancing Undergraduate Golf Management Students' Strategic Business Planning Skills with Peer and Expert Industry Professional Mentoring / Tara McKenna, Jimibeth Myers

Mentor Mirrors: Reflection promotes Mentor and Beginning Teacher practices to achieve stronger outcomes / Kathryn Shupe MA

First-Gen Connect: Supporting and Mentoring Students where they are! / Dr. Christina Pantoja Williams

Increasing Momentum by Mentoring Together: Engaging Clinical and Research Faculty in a Mentoring Academy / Dr. Gail Keenan, Dr. Angela Starkweather

6:30 PM

DINNER ON YOUR OWN

#MentoringMomentum2024

SCHEDULE AT-A-GLANCE, Continued

TUESDAY, FEBRUARY 27, 2024

7:50 - 8:50 AM Lakeshore

BREAKFAST, AWARDS & IMA BUSINESS MEETING -- *For All Attendees*

Mindful Moment / Emani Richmond



Margo Murray Award Presented to Carol Valentino-Barry

<https://www.mentoringassociation.org/awards-and-recognition>

IMA Business Meeting

9:00 AM - 9:50 AM

CONCURRENT SESSIONS

University - B

Mentoring for Well-Being: Three Ways to Inspire Teachers to Stay in Teaching / Dr. Carol Pelletier Radford, Chandra Joseph-Lacet

University - C

The COREFour: A Mentoring Skills Framework to Build Traction Across Programs and Relationships / Dr. Allison McWilliams, Maggie Kuhn, Nina Banks

University - D

Assembling co-mentoring partnerships: Stories from the field / Dr. Dana Griggs

University - E

TREND TALKS

Mentoring and the Comedy Improvisation Principle of 'Yes' | Lori Crever

Mentoring 101: Using a Theory of Change Logic Model to Build and Keep Momentum / Kim Hales MA

Moving Mentoring Forward: Using technology to increase access and equity in mentoring / Tamara Thorpe MA

#MentoringMomentum2024

SCHEDULE AT-A-GLANCE, Continued

TUESDAY, FEBRUARY 27, 2024

10:00 - 10:50 AM

CONCURRENT SESSIONS

- University - A *Mentoring Momentum to Motivate Aspiring Educators* / Dr. Miriam Witmer, Ms. Milan Harley, Genesis Zayas-García
- University - B *A Co-Creative Think-and-Do Tank on Constellation Mentoring* / Dr. Tracy Smith
- University - C *The Power of Mentoring Programs as DEIJB Initiatives in Organizations* / Dr. Stacy Blake-Beard
- University - D *Mentoring for Wellbeing in Schools* / Benjamin Kutsyuruba, Frances Kochan, Rhonda Wheeler, Ellen H. Reames, Johnnetta Ricks, Imandeep Grewal, Angela Adair, Rebecca Stroud, Tyrone Bynoe, Lauren May, Haley Clark, Carol Radford

University - E

TREND TALKS

- Mentorship... something more important than leadership* / Dr. Chaveso Cook
- Sustaining Meaningful Mentoring: Twelve years of reflective practice from the Kansas Educational Leadership Institute (KELI)* / Dr. Donna Augustine-Shaw, Dr. Mischel Miller
- The Secrets to Creating an Unshakable Bond Through Mentorship* / Dr. Jennifer Scully

11:00 - 11:50 AM

CONCURRENT SESSIONS

- University - A *Mentoring in the Digital Age: Unveiling Factors Shaping E-Mentoring Engagement among Online Students* / Dr. Cristina Baciu
- University - B *Mentorship Matters: Introducing a First Year Mentoring Program to Influence Students' Sense of Belonging and Success at Millersville University* / Audrey Bare, Ruby Binder
- University - C *Investigating a Mentoring Academy: A study of six evidenced-based competencies* / Dr. Clint Patterson, Dr. Julie Harlin

University - E

TREND TALKS

- Moving Forward and Building Traction by Mentoring for Well-Being* / Rhonda Wheeler, Dr. Ellen H. Reames, Angela Adair
- Mentoring in a Research Environment* / Dr. Kawana Johnson
- Mentoring, Well-Being, and Resiliency: Connections Every Employee Needs Now* / Jenn Labin, Rebecca Rogers
- Momentum through Innovation: How technology can increase access and efficacy of mentorship programs* / Ms. Emma Dawson

#MentoringMomentum2024

SCHEDULE AT-A-GLANCE, Continued

TUESDAY, FEBRUARY 27, 2024

11:50 AM - 1:30 PM

Lakeshore

LUNCH AND KEYNOTE PRESENTATION

How Motivation Science Can Enhance Mentorship / Dr. Taylor Peyton

Frances Kochan Award for Best Presentation

sponsored by



1:30 PM

CONFERENCE CONCLUDES

Don't forget to post on social media. Use the hashtag:

#MentoringMomentum2024

MENTORING MOMENTUM: MOVING FORWARD AND BUILDING TRACTION
FULL CONFERENCE SCHEDULE WITH SESSION DESCRIPTIONS

SUNDAY, FEBRUARY 25, 2024

Pre-Conference Workshops

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MONDAY, FEBRUARY 26, 2024

8:00 - 8:30 AM Lakeshore Breakfast and Newcomer’s Introductions

8:45- 10:00 AM Lakeshore CONFERENCE OPENING SESSION

Mindful Moment / Jayanti McLain
Actualizing Inclusive Mentoring Conversations / Mary-Frances Winters

Mentoring relationships can be so much more effective when you create the conditions for inclusive conversations such as cross-cultural competence, humility, and psychological safety. These are skills that are not always intuitive and take time and practice. Mary-Frances Winters will leave you motivated and inspired with actionable tips and tools to take your mentoring relationships to the next level.

10:10 - 11:00 AM CONCURRENT SESSIONS

University - A *Preschool pre-service teachers’ engagement during the COVID-19 pandemic: An international perspective of Community of Practice* / Dr. Zitong Wei
 The COVID-19 pandemic has caused schools to close, which has made it difficult for pre-service teachers to complete their teaching practicum due to the lack of time and interaction in the field. To address this issue, this proposal explores alternative engagement methods based on a teacher educator's experiences working with 26 preschool pre-service teachers in Beijing. The proposal includes an introduction to the context and a review of the literature on different approaches to engagement. As a result of limited face-to-face interactions, pre-service teachers require both practical assistance in implementing curriculum theories and socioemotional support to overcome pandemic-related challenges. To address these issues, the proposal suggests an intentional approach to engagement and adopts Community of Practice as a conceptual framework. By using narrative inquiry and hermeneutics, the proposal presents four different scenarios that occurred over a three-month practicum period. The analysis shows that with guidance and support, pre-service teachers transformed from passive learners to active participants, highlighting the significance of rethinking engagement as relational and intentional. The proposal concludes with recommendations for preschool teacher education and classroom management.

FULL CONFERENCE SCHEDULE, CONTINUED

MONDAY, FEBRUARY 26, 2024

University - B

The impact of intergenerational mentorship: cultivating strong foundations for an early culture of giving in the Lutgert College of Business and SWFL community /

Maria Sotomayor Carrillo MA, Caroline Vives-Vietri

This presentation explores the dynamic relationship between intergenerational mentorship and the development of an early culture of giving within the Lutgert College of Business and the Southwest Florida (SWFL) community. By examining a successful mentorship program that bridge the gap between high-performing students and business professionals from our community, we delve into the transformative impact on both mentor and mentee. We will describe the pit and falls of the new Lutgert Mentorship program at Florida Gulf Coast University. The program is an initiative of Dean Chris Westley which promotes the student success of the Lutgert College of Business meanwhile leveraging existing community, business, campus and alumni partnerships. We will focus on highlighting key insights into how fostering connections across generations contributes not only to individual professional development but also cultivates a spirit of philanthropy and community engagement. Join us to uncover the powerful ripple effects of intergenerational mentorship in building momentum for a culture of giving in the academic and local business landscape.

University – C

Transformative CoMentoring Through a Restorative Justice Lens: Fostering Personal and Organizational Wellbeing / Dr. Frances Kochan, Dr. Mirna Ramos-Diaz

Our cultural environment today is wrought with dissension among groups and individuals and our capacity to work with, listen to, and respect one another appears to be eroding. This state of affairs impacts the environments in which we learn, work and live and the wellbeing of all within them. The purpose of this session is to enable participants to gain the necessary knowledge and skills to create inclusive environments that will enable people to effectively communicate with one another, honor differences, and enhance the wellbeing of all, through the implementation of Transformative CoMentoring (TCM) through a Restorative Justice Lens (RJ). The presenters will provide an overview of the concepts and research relating to (TCM) and (RJ) and their application in organizational settings. After the presentation, participants will engage in TCM/RJ circles. This will provide them with the opportunity to acquire firsthand knowledge and gain perceptions about the process. Following this experience, the participants will share their insights about their learnings and how they might apply them to their own situation. Our cultural environment today is wrought with dissension among groups and individuals and our capacity to work with, listen to, and respect one another appears to be eroding. This state of affairs impacts the environments in which we learn, work and live and the wellbeing of all within them. The purpose of this session is to enable participants to gain the necessary knowledge and skills to create inclusive environments that will enable people to effectively communicate with one another, honor differences, and enhance the wellbeing of all, through the implementation of Transformative CoMentoring (TCM) through a Restorative Justice Lens (RJ). The presenters will provide an overview of the concepts and research relating to (TCM) and (RJ) and their application in organizational settings. After the presentation, participants will engage in TCM/RJ circles. This will provide them with the opportunity to acquire firsthand knowledge and gain perceptions about the process. Following this experience, the participants will share their insights about their learnings and how they might apply them to their own situation.

University - D

Making the Implicit Explicit--Tools for Proactive Mentoring / Dr. Noro Andriamanalina

A critical component to ensuring a successful mentee experience is to clarify expectations and guidelines necessary for the mentee's success in education and professional development. The mentoring approach used by the University of Minnesota Graduate School to support graduate students aims to "unveil" the "hidden curriculum" by making the implicit explicit through a variety of resources and initiatives. Outlining student expectations at every stage of their graduate program, and offering resources, empowers students to take ownership of their overall academic and professional development. This session will discuss mentoring tools developed by the U of MN Graduate School to help students navigate their graduate experience in collaboration with mentors.

FULL CONFERENCE SCHEDULE, CONTINUED

MONDAY, FEBRUARY 26, 2024

In small groups, conference participants will discuss how they can make the expectations of mentees more transparent, and how to effectively communicate the mentees' goals to mentors to maximize the mentoring relationship. The principles and methods discussed in this session can be adapted to enhance mentoring programs across nations and sectors (government, K-12, industry, and non-profit).

University - E

TREND TALKS

Mentoring in International Educational Spaces: Prioritizing Wellbeing and Inclusion /

Dr. Rebecca Stroud, Rebecca Evans MA, Michelle Massey MA

International schooling represents a booming sector of educational systems, both locally and globally. The networks are vast, linking K-12 systems public and private with higher education and engaging transnational contexts. Yet, each individual international school is unique in both structure and community. Separated geographically, pedagogically, and at times positioned in competition with one another, new teachers may find that the school community is small and under-connected. Expatriate attrition is generally high and teacher retention rates are low in international schools. Our experiences as educators and our research led us to conclude that one way to address the complexities of international education is to develop mentoring agendas that prioritize wellbeing and inclusion. Our presentation presents propositions from two manuscripts in press to engage our audience in some practical exercises designed to reflect upon mentoring for wellbeing and inclusivity. While our focus has been on K-12 international schools offshore (e.g., externally accredited from the host country), we propose that mentoring for wellbeing and inclusivity is a high priority for schools not monikered international, as well as for higher education, because we are living in times marked by increasing mobility, and the mentoring strategies we have discovered are useful across educational contexts.

Demystifying Reverse Mentoring: What It Is, What It Isn't & How It Can Break Down Workplace Silos / Lydia Frank

Reverse mentoring is a leading trend in mentoring. But few organizations are taking the right steps to start an impactful program. In this presentation, we'll explore how – when done right – reverse mentoring is helping to create a more inclusive and diverse workplace, retain young talent and bridge growing knowledge gaps between generations. Learn best practices program admins, mentors and mentees can follow when getting started, and how several leading companies are already taking the plunge.

The Importance of the Mentoring Mindset of the Mentee / Dr. Linda Searby

Mentor training is very common in mentoring programs. But how often do we prepare the mentee for their contribution to the mentoring relationship? The presenter will present a mentoring mindset framework for the mentee which has multiple uses in both training for and implementation of a mentoring relationship.

FULL CONFERENCE SCHEDULE, CONTINUED

MONDAY, FEBRUARY 26, 2024

11:00 - 11:50 AM

CONCURRENT SESSIONS

University - A

Professional Identity Formation Through Structured Mentor Training / Dr. Kinga Káplár-Kodacsy, Dr. Roger Fillingim

This study explores the impact of structured mentor training on professional identity and mentoring procedures at the University of Florida's Mentor Academy. Drawing from previous research, we investigate how the program benefit mentors and the academic community. We employ mixed methods, including session observations, document analysis, and semi-structured interviews with Mentor Academy alumni (n=10) and their recent mentees (n=9) for this study. Our primary research questions explore mentor training's impact on mentoring procedures and professional identity (RQ1) and alignment between mentors' self-perceptions and mentees' views (RQ2). Mentors reported gains through structured training, including individual and community development, an expanded toolkit, improved strategies, heightened self-awareness, professional identity transformation, and a repository of effective mentoring styles. Mentees also benefit, citing enhanced communication, appreciation for mentors' reflective practice, professionalism, and the value of a supportive community. These findings highlight the reciprocal nature of mentor-mentee relationships within Mentor Academy. The study underscores the Academy's role in shaping mentors' identities, refining mentoring procedures, and enhancing mentees' growth. Implications extend to mentor training's importance in nurturing mentorship excellence and fostering a robust academic community. Sustainability factors, such as community building, workload allocation, and mentee preparation, further support effective mentor training.

University - B

An Innovative Approach for Principal Well-being: Developing the SPLMP Conceptual Framework / Dr. Ellen Hahn Reames, Dr. Yvette Bynum, Dr. Brenda Mendiola, Dr. Linda Searby, Angela Adair, Rhonda Wheeler

The purpose of this study was to explore the development of a conceptual framework for the School Principal Leadership and Mentoring Program (SPLMP). This framework was developed to create a new mentoring program driven by positive psychology and principal well-being. Recently, mentoring has shifted from skill-based notions to structures and processes such as engagement, reflection, and mutual adult learning and growth experiences (Zachary & Fain, 2022). Trends in mentoring are based in positive psychology and show that mentoring is crucial for the well-being of the school leader (Brewer, 2016). The study's researchers chose the collaborative inquiry process to develop the SPLMP conceptual framework (Reason & Bradbury, 2001). Mentors and proteges noted they developed a deeper intellectual and emotional connection as the relationships matured. Structures, processes, and relational factors were designed to guide the relationship between the mentor and the protégé. Today's best practices of mentoring use a relational approach. The SPLMP Framework posits mentoring for principals to support their well-being and longevity. This framework is one of the first to openly recognize mentoring as an instrument of positive psychology in school leadership and principal well-being.

University - C

Exploring the Impact of the Covid-19 Pandemic on Peer Mentor Self-Efficacy and Well-being / Dr. Catherine Cordova, Dr. Benjamin Kutsyuruba

The Covid-19 pandemic greatly affected the abilities of Peer Mentors to meet with their mentees in-person. Many interactions (such as class announcements, goal setting activities, office hour meetings, etc.) that used to take place in person were quickly converted to an online capacity through the utilization of learning platforms and Zoom. Given the shift to virtual environments, many Peer Mentors reported decreased engagement of students and feelings of low motivation that is mirrored in their mentees. Amidst the pandemic, Peer Mentors passively sent weekly event calendar emails and reported lack of response, even with specific and targeted personal outreach. With the increasing attention to well-being and mental health of students (especially during the pandemic) as antecedents of meeting their academic, emotional and social needs, more research is needed to understand how their well-being can be promoted through the support from others and through the development of their self-efficacy. As such, the study of the impact of the COVID-19 pandemic on the self-efficacy and well-being of mentors enhances understanding of the specific, contextualized factors conducive to flourishing mentoring in educational institutions.

FULL CONFERENCE SCHEDULE, CONTINUED

MONDAY, FEBRUARY 26, 2024

University - D

A Way Forward: Aligning Organizational DE&I and Mentoring Efforts to Enhance Effectiveness, Impact and Innovation / Dr. Audrey Murrell, Dr. Frits Pil, Samuel Allen MA

Initiatives, programs, and efforts focused on diversity, equity, and inclusion (DEI) are employed with the goal of fostering workplace environments that respect, affirm, and engage the talents and contributions of diverse individuals and communities. Current organizational approaches include thematic cluster hiring, workplace investments to foster cross-discipline collaboration and expanded organizational mentoring efforts. Nevertheless, the current debate regarding the need for DEI initiatives raises crucial questions as to how we sustain progress and ensure the well-being and success for diverse employees. Our session delves into the alignment of DE&I and organizational mentoring efforts. This requires articulating key objectives of DEI initiatives alongside an exposition of the associated organizational mentoring program mindset. Alignment between these is a prerequisite for effectiveness and impact at both the individual and organizational level. We will present a model that illustrates how universities' framings of DEI initiatives intersect with their mentoring program mindset to shape employee socialization, engagement and expressions of identity. Further, we will discuss how this intersection has broad implications with respect to knowledge transfer and organizational learning. We will explore jointly with the session participants how it can serve as the foundation for on-going innovation and progress in both the DEI and mentorship arenas.

University - E

TREND TALKS

Capturing the Wisdom of Retired Teachers / Dr. Carol Pelletier Radford

One of the saddest things about U.S. education is that the wisdom of our most successful teachers is lost when they retire. ~ John Dewey

Let's capture the wisdom of our most successful teachers and prepare them to be mentors. This Trend Talk will review why it is crucial to create a mentor volunteer corps and how a Legacy Teacher Network can support novice teachers beyond year 1. Why not expand the current pre-service and in-service developmental continuum to include continuing service to education? This new mentoring role for retired "legacy" teachers will not only honor their wisdom, it will give them an opportunity to share it.

Unlocking the Potential Within: Nurturing Internal Talent through Mentorship / Janet Huber, Tiffany Long, Ricky Patel

The war for talent is on! Let's dive into the pivotal role of mentorship in cultivating future leaders and sharpening their skill sets. Mentorship is a strategic approach for organizations aiming to develop leadership potential from within. By aligning mentees with experienced mentors, organizations can foster a culture of continuous learning, equipping employees with the skills required for leadership roles. This session highlights how mentorship not only supports leadership development but also facilitates upskilling and reskilling initiatives, ensuring that the talent pool remains adaptable and prepared for tomorrow's challenges.

When do I call you by your first name? - Creating an effective mentor-mentee relationship across a shift in power dynamic / Dr. Elaine Fournier, Dr. Shelleyann Scott

The purpose of the presentation is to share key learnings from the narrative case study that include the reflections and experience of both the newcomer to academia and the mentor who supported and provided a critical friend's guidance. During the interactive session both the mentor and the mentee will share their journey; a learning trajectory which had its origins in the formal relationship of supervisor-student and evolved overtime into a rich mentor-mentee relationship. The key learning objectives woven throughout the presentation are as follows: •How to establish, nurture and maintain trust in a relationship whose power dynamic has shifted •How to meaningfully apply the five dimensions of relational trust (Edward-Groves & Grootenboer, 2021) to a higher education setting •How to effectively leverage the impact of the intersectionality between K-12 instructional leadership and the university setting within the mentor-mentee relationship. This presentation is

FULL CONFERENCE SCHEDULE, CONTINUED

MONDAY, FEBRUARY 26, 2024

relevant to mentoring relationships across several sectors including PreK-12 education, higher education, and academic research. Participants will leave the presentation with a better understanding of how to operationalize relational trust within different settings.

12:00 - 1:45 PM Lakeshore

LUNCH AND KEYNOTE PRESENTATION

Session Sponsored by



Designing Transformative Experiences / Dr. Brad McLain

Whatever kind of leader you are — corporate executive, HR director, DEI officer, professional learning leader, educator, artist, creator, or others — “Experience Design Leadership” invites you to re-cast yourself as a designer of experiences. This applies to designing experiences for those you lead (on your teams), those you serve (your clients, customers and audiences), and even for yourself (leading your life in both your professional and personal spheres). When you do this, an entirely new view opens up of who a leader is and what a leader can do. In this talk, Dr. Brad McLain, author of *Designing Transformative Experiences*, will discuss his research-based approach of Experience Design Leadership, showing leaders how to design experiences that can touch hearts, provoke minds, and change lives in powerful ways.

Presentation of Lifetime Achievement Award to Frances Kochan

2:00 - 2:30 PM

Gallery Area

NETWORKING AND VENDORS SHOWCASE



Scan to visit IAP Virtual Conference Bookstore

2:30 - 4:00 PM

Glenwaters

WORLD CAFÉ

Gaining Traction and Momentum for Mentoring / Dr. Andrea Engler and Dr. Benjamin Kutsyuruba

Leverage the knowledge and experience of industry leaders and conference participants through a live network of collaborative dialogue around important questions for real-life mentoring situations. Stay for the CAFÉ and enjoy coffee, collaboration, and shared learning!

FULL CONFERENCE SCHEDULE, CONTINUED

MONDAY, FEBRUARY 26, 2024

4:00 - 5:30 PM

NETWORKING RECEPTION AND VENDORS SHOWCASE & POSTER SESSIONS

Gallery Area

NETWORKING RECEPTION AND VENDORS SHOWCASE

Lakeview

POSTER SESSIONS

Creating a Successful Alumni Connections Program / Melanie Armstrong

In spring 2020, Furman University developed the Alumni Connections program to facilitate connections between its graduating seniors and alumni professionals in either a career field of interest, a location of interest, or a graduate study of interest. The program is a collaborative effort between Academic Affairs, the Malone Center for Career Engagement, and the Alumni Association. Staff from each area worked together to develop recruitment strategies, design mentor and mentee training, and parameters to create successful matches with students. In addition, follow-up surveys were developed to collect feedback to allow for continued improvement of the program. This poster will include data from the first year along with each successive year, examples of marketing material and forms that are completed by mentors and students, and information about the matching process.

Mentoring that can be Applied Across Industries: Four mentoring programs from educational leadership hold promise for your workplace / Dr. Dana Griggs, Dr. Donna Augustine-Shaw

Mentoring aspiring leaders at work benefits everyone: the mentor, the mentee, and the organization. Effective mentoring practices develop the leadership capacity in mentees and the mentors alike. Employee aspirations and organizational imperatives are aligned through mentoring while building trust and loyalty. Four educational practitioners/scholars from across the United States will share insight into essential elements of four different mentoring programs for four levels of educational leaders (e.g. teachers, principals, superintendents, and faculty). The four programs can be applied across industries to build success for today's leaders to assess need, formulate plans, access resources, and put equity and inclusive practices at the forefront of their work. This session will detail 8 major components of implementing effective mentoring programs: 1) mentee and mentor match, 2) funding and resources, 3) recruitment of mentees and mentors, 4) time and scheduling, 5) relationships, 6) program structure and expectations, 7) data for evaluation and improvement, and 8) communication of value and benefit. It will also offer perspectives from four mentoring practitioners on four different mentoring programs on effective design and bridging important considerations for developing leaders in organizations across industries.

Experiences of Mentorship for Neurodivergent Educators / Haley Clark MA, Dr. Benjamin Kutsyuruba

The purpose of this poster presentation is to introduce research at the intersection of disability studies and mentorship. The learning objectives of this poster presentation are as follows: 1) increased awareness around the term neurodivergent and the prevalence in education 2) clearly identify the gap in the literature surrounding this topic 3) theorize about how mentorship programs for neurodivergent teachers may differ. The session content will be heavily focused on the literature on mentorship and neurodiversity and the proposed methodology.

The Role of Mentorship in Early and Mid-Late Career Teacher Wellbeing / Dr. Benjamin Kutsyuruba, Haley Clark MA

This presentation examines the psychological, personal, and professional benefits of mentorship. The importance of mentorship is illuminated by its positive impact on teacher wellbeing. For early career teachers, mentors offer emotional support, improving self-efficacy, and navigating challenges. Mid-late career teachers also benefit, finding personal fulfillment in mentoring and gaining relevant professional support. The literature calls for a holistic mentorship approach that emphasizes emotional and psychosocial benefits alongside career growth, creating a collaborative

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and supportive school environment. Future research should further explore the psychological, personal, and professional benefits of specific types of mentorships for educators K-12.

Wayfind: A College Access Program with a Foundation in Mentorship / Dr. Abby Holland, Victor Zapata-Quintanilla, Abigail Cruz

College access and persistence is a growing problem in the United States, particularly among students who identify as low-income, people of color, and first-generation. College access programs may benefit students in obtaining mentorship and funding to pursue postsecondary education. Wayfind is a distinctive college access program as is a public-private partnership between a K-12 system and university, undergraduates mentor middle and high school students, and students who enter the program receive the promise of a full-tuition scholarship to the partnering university. The purpose of the presentation is to spread the word about Wayfind. The intent is to encourage other university and K-12 leaders to form similar partnerships. The audience will learn about Wayfind through the perspectives of the program director and two students in the program.

Moving Forward and Building Traction for Mentorship Education: Examining Factors Promoting and Limiting the Dissemination of Research Mentor Training / Ms. Kimberly Spencer, Dr. Melissa McDaniels

Mentorship education has been shown to have a positive impact on the experiences of mentors and mentees. *Entering Mentoring*, an evidence-based mentor training curriculum, has been widely implemented to train research mentors across the country. *Facilitating Entering Mentoring*, a train-the-trainer based workshop, has been used as a dissemination strategy to increase the number of facilitators prepared to implement mentor training in their local contexts. Using the Consolidated Framework for Implementation Research, we examined self-reported data from an Intervention Implementation Survey administered annually to *Facilitating Entering Mentoring* participants. Data analyses included t-tests to compare differences between the implementer and non-implementer groups and binary logistic regression to determine which factors best predict implementation status. The findings presented in this poster include the individual and institutional factors found to promote and/or limit mentor training implementation efforts of Trained Facilitators and emphasize the role of institutional support to promote implementation of mentor training. The presenters look forward to engaging with colleagues to discuss similar experiences with scale-up efforts in support of culturally responsive mentorship education.

The ABCS of Faculty Well Being / Dr. Dana Mitra

This presentation instead argues for the benefits of coaching for career persistence and retention in careers. Focusing on the academic sector, this presentation introduces a framework for the development of one's career identity—Agency, Belonging, and Competencies. The ABC Framework is derived from empirical research examining the developmental processes of becoming a change agent. This framework serves as the foundation for achieving well-being and fulfillment as a faculty member. It aligns and is supported by research looking at motivation and academic/career success.

Navigating Academia: Mentoring Strategies in Higher Education / Dr. Aloysius Madufo, Dr. Shelleyann Scott, Dr. Donald Scott

Discover the keys to success in academia with our presentation, "Navigating Academia: Mentoring Strategies in Higher Education." This session equips mentors and mentees alike with essential tools and insights to excel in the ever-evolving landscape of higher education. Explore the pivotal role of mentorship, uncover various mentoring models, and learn from real-world examples. We will provide actionable strategies for establishing and sustaining effective mentorship relationships, along with solutions for common mentoring challenges. Expect to deepen your appreciation of mentorship's impact, acquire practical skills for nurturing mentorship excellence, and unlock personal and professional growth opportunities. Attendees will leave with valuable takeaways, a curated resource list, and a renewed enthusiasm for mentorship within academia. Engage in interactive discussions, ask questions, and connect with peers who share your dedication to

FULL CONFERENCE SCHEDULE, CONTINUED

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fostering academic success. Join us as we collectively strengthen the academic community through effective mentoring, ensuring triumph for all involved in higher education.

How Women Can Maximize Mentorship Opportunities to Address Corporate America's "Broken Rung" Barrier to Leadership / Megan Abraham

It's no secret that America's society has a diversity issue among its ranks in leadership, regardless of industry-type. Indeed, less than 5% of CEO's at Fortune 500 companies are female. In commercial real estate, a traditionally male-dominated industry that represents approximately 10% of the US GDP, the state of women in leadership positions is particularly dire. Fortunately, organizations like The Goldie B. Wolfe Miller Women Leaders in Real Estate Initiative (The Goldie Initiative), whose mission is to elevate women to the C-suite in the commercial real estate industry, rely on mentoring as a key tool needed to combat this alarming trend. Developing a diverse leadership pipeline is a universal need among most industries; The Goldie Initiative is a non-profit organization that seeks to change the narrative by employing a proven concept that embraces mentorship at its core. This session will identify ways in which companies, associations and organizations can embrace mentoring as a primary method for changing the status quo. Our unique model of providing mentoring, leadership development, scholarship, and networking opportunities to graduate students in Commercial Real Estate serves as a compelling case study for how to change an industry to be more inclusive to women and others.

Enhancing Undergraduate Golf Management Students' Strategic Business Planning Skills with Peer and Expert Industry Professional Mentoring / Tara McKenna, Jimibeth Myers

Although mentoring is recognized for enhancing student success and retention, there is limited research exploring the skills development of students particularly within PGA Golf Management programs. By reviewing relevant mentoring literature and adding recommendations to practices, we aim to fill this knowledge gap. Specifically, this study investigates the impact of a mentoring program involving peers and golf industry professionals on the strategic business planning skill in the PGA Golf Management Program, which is a vital aspect of their education and future careers. While the PGA of America plays a crucial role in preparing future golf professionals, many factors, such as age, work history, inexperience, and students' unfamiliarity with the industry hinder mentoring effectiveness. This presentation discusses how a mentoring program blending classroom instruction, internships, and mentoring is designed to provide experiences to students with PGA Golf Management majors. Ultimately, our study findings will offer insight on how peer and industry professionals mentoring can enhance students' outcomes in specialized higher education programs, potentially benefiting other industries. Attendees at the IMA Conference can gain insights into the underexplored link between mentoring within the golf industry and real-world skills development in higher education.

Mentor Mirrors: Reflection promotes Mentor and Beginning Teacher practices to achieve stronger outcomes / Kathryn Shupe MA

Mentors have the ability to assist Beginning Teachers to reflect on their practice and achieve stronger outcomes with students. Mentor Mirrors addresses the critical need for providing mentorship to retain public school educators in classrooms across the Nation. Schools are hiring more alternatively licensed teachers to serve the students. Meaning that Beginning Teachers did not complete a teacher education preparation program in a college or university. Partnering Beginning Teachers with a strong Mentor is a dynamic process to support and retain the Beginning Teachers across schools. Beginning Teachers often encounter challenges as they begin their journey in education that can be addressed through a structured approach in reflective practice and a Mentor's guidance. By providing a structured approach to identify and address a Problem of Practice in their classrooms, Mentors empower Beginning Teachers to take a proactive role in their own professional development, enhance student outcomes and teacher retention. The Problem of Practice is specific to each individual to provide a structured plan for a strong targeted outcome in the classroom. This session empowers Mentors to support Beginning Teachers with identifying, analyzing, and developing effective solutions to become optimal educators.

FULL CONFERENCE SCHEDULE, CONTINUED

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First-Gen Connect: Supporting and Mentoring Students where they are! / Dr. Christina Pantoja Williams

First-generation students make up on average 22% of college students on college campuses and this number continues to grow (Chen & Carroll, 2005). While the enrollment of first-generation college students in higher education institutions continues to increase, first-generation college students have a higher attrition rate, dropout rate, and lower graduation rates than other groups (Gibson & Slate, 2010; Pascarella et al., 2003). At Millersville University 25% of the student population has self-identified as first-generation and this number continues to grow. Results from the American College Association, National College Health Assessment found that students reported feeling high levels of loneliness. In an effort to support first-generation student needs and establish meaningful connections, First-Gen Connect a traditional and non-traditional way of mentoring students and facilitating meaningful connections was created at Millersville University. The First-Gen Connect program consists of a First-Gen Network, Networking sessions, a traditional first-generation mentoring program, and a partnership with the student organization First-Gems of the Ville that supports student activities, meetings, and participation across campus. The results of creating a First-Gen Connect program have helped formulate meaningful connections to support students where they are in their educational journey by utilizing traditional mentoring program methods and micro-mentoring methods.

Increasing Momentum by Mentoring Together: Engaging Clinical and Research Faculty in a Mentoring Academy / Dr. Gail Keenan, Dr. Angela Starkweather

We describe a Mentoring Academy that we implemented for nursing faculty. Our university implemented a campus-wide mentoring program to enhance faculty mentoring skills, aimed primarily for research faculty. In nursing, we identified a need to also mentor clinical track faculty who have different mentoring goals and experiences. To build traction in mentorship training, we developed and implemented a combined program, with research and clinical faculty together. This approach provided a common understanding across faculty with different roles regarding best practices in mentorship and increased mentoring momentum as well as requests for advanced training in our institution. We discuss strategies we used to engage diverse members and discuss the benefits of this approach. Evaluation data will be presented and recommendations for advancing mentoring in this context will be discussed.

6:30 PM

DINNER ON YOUR OWN

FULL CONFERENCE SCHEDULE, CONTINUED

TUESDAY, FEBRUARY 27, 2024

7:50 - 8:50 AM

Lakeshore

***Breakfast, Awards Presentation and IMA Business Meeting
– All Attendees Invited***

Mindful Moment / Emani Richmond



Margo Murray Award Presented to Carol Valentino-Barry

<https://www.mentoringassociation.org/awards-and-recognition>

9:00 - 9:50 AM

CONCURRENT SESSIONS

University - B

Mentoring for Well-Being: Three Ways to Inspire Teachers to Stay in Teaching / Dr.

Carol Pelletier Radford, Chandra Joseph-Lacet

A recent National Education Association (NEA) poll found 55% of teachers said they would leave education sooner than planned due to the challenges of teaching. Participants will explore three social and emotional learning strategies that can be easily integrated into any mentoring program. The goal of mentoring for well-being is to assess teachers' needs more systematically and create safe spaces where inspiration and wisdom can be shared. Participants will receive access to videos and all resources referenced in the session.

University - C

The COREFour: A Mentoring Skills Framework to Build Traction Across Programs and Relationships / Dr. Allison McWilliams, Maggie Kuhn, Nina Banks

In 2010, Wake Forest University established the Mentoring Resource Center to support mentoring programs and relationships across the entire campus community. Since then, we have created a robust set of tools and resources to support effective mentoring programs and relationships. In 2020, we created the COREFour Mentoring Skills Framework: the essential skills mentors and mentees need to develop more effective relationships. In this workshop, participants will gain a better understanding of what the COREFour skills are and why they matter, framed in research on mentoring best practices and the future of work, as well as our own research findings with students and young professionals. Participants will learn tools and strategies for marketing and education and identify opportunities to build these tools into their programs and relationships. All participants will leave with a toolkit for implementation at their organization.

University - D

Assembling co-mentoring partnerships: Stories from the field / Dr. Dana Griggs

Co-mentoring relationships involve a high degree of self-awareness and commitment from both participants to maintaining the equal, personal partnership needed for this type of mentoring. In practice, this means that both individuals must be focused on being self-aware and mindful of their tendencies and normal human patterns that would cause a power differential typical of hierarchical relationships. In co-mentoring, the relationship is equal, but different, where each partner has life experiences, knowledge, and talents to share that meet the other's needs. The co-mentoring relationship is highly reciprocal in nature. This session will explore how and why co-mentoring relationships work in two very different settings in education and how it may work for you.

FULL CONFERENCE SCHEDULE, CONTINUED

TUESDAY, FEBRUARY 27, 2024

University - E

TREND TALKS

Mentoring and the Comedy Improvisation Principle of ‘Yes’ | Lori Crever

With bold, fresh thinking to help mentoring professionals move forward, Lori Crever speaks from a unique base of both comedy improvisation and professional development to elevate understanding of how to achieve a coach-able mindset. Without a “Say Yes” mindset, it is impossible to achieve traction in the mentoring relationship. Crever’s Trend Talk draws from her expertise in running a successful formal mentor program inside a large multinational corporation, plus her life-long experience as a theatre performer and humorist.

Mentoring 101: Using a Theory of Change Logic Model to Build and Keep Momentum / Kim Hales MA

A Theory of Change Logic Model (TCLM) is a supportive design framework that can be customized to meet the unique needs and goals of mentoring programs. Mentoring programs are complex and require thoughtful strategies to keep them on track and moving ahead to meet the needs of the organization and to achieve their goals. Successful mentoring programs include theoretical guidance, an operational definition of mentoring, and sound programmatic design. It can be daunting for program designers, program managers, stakeholders, and administration to consider the complexities and organize them into a cohesive and successful program. Robust programs require a supportive network that creates smooth transitions through the decision making and design process and builds momentum beyond the initial implementation. This session will introduce, explain, and provide access to a customizable TCLM template. Participants will learn the steps to developing and customizing a TCLM to the needs and goals of their program. Whether the program is at its inception or is showing signs of stagnating, a TCLM will help reduce barriers and build momentum for a robust and successful program.

Moving Mentoring Forward: Using technology to increase access and equity in mentoring / Tamara Thorpe MA

The Gen Z workforce suffered the most during the pandemic, with the greatest number of job losses and reduced salaries and opportunities. As this generation continues to develop their work identity and explore new career pathways, mentoring is an invaluable resource. So how do we ensure that this generation has greater access to mentors, and that it is equitable for all professionals? Mentoring must move forward with non-traditional methods of mentoring and build traction by making mentoring more hybrid, equitable, and inclusive. In this session, the presenter will discuss how create mentoring momentum by moving away from traditional workplace mentoring relationships to ones that are online, remote and hybrid can remove limitations and barriers, making mentoring more accessible. Tamara has built Real Mentors Network, an online platform that brings mentors and mentees from across the globe together to connect, grow and change. Tamara will discuss how online mentoring will enable a new generation to move forward and build traction in their careers with increased and equitable access to mentors. She will then share her vision for more hybrid, equitable, and inclusive mentoring.

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TUESDAY, FEBRUARY 27, 2024

10:00 - 10:50 AM

CONCURRENT SESSIONS

University - A

Mentoring Momentum to Motivate Aspiring Educators / Dr. Miriam Witmer, Ms. Milan Harley, Genesis Zayas-García

Want to know about how you can leverage mentoring to attract more teachers of color to the field of education? The United States is experiencing a teacher shortage crisis. The Future Educator Pathway (FEP) is designed to recruit and mentor high school students into the field of education by matching them with a trained college mentor, offering them a residential college experience for one week, and providing them with monthly in-school seminars focused on motivating them to pursue a career as a teacher/school administrator, guidance counselor or school social worker. The mission of the FEP is to recruit more students of color into education careers to address the educator shortage. Join us to learn about the nuts and bolts of this program and reflect on how you might create a similar program at your school.

University - B

A Co-Creative Think-and-Do Tank on Constellation Mentoring / Dr. Tracy Smith

You are invited to this co-creative think-and-do tank to consider the potential of constellation mentoring as an inclusive and meaningful approach for building mentoring momentum for members of your organization at all career levels. After reviewing terms and hearing examples, participants will use a facilitated canvassing process to brainstorm current and aspirational mentoring initiatives to envision more robust individual and organizational constellations of career support. Together, we will create a Constellation Mentoring framework and resource that participants can take back to their organizations to advocate for future programming. Volunteers will also become part of a constellation mentoring community for future think tank ventures.

University - C

The Power of Mentoring Programs as DEIJB Initiatives in Organizations / Dr. Stacy Blake-Beard

This session will focus on four actions to engage in a candid conversation on the efficacy and power of mentoring programs as DEIJB (Diversity, Equity, Inclusion, Justice and Belonging) initiatives. These actions are level-setting, examining, preparing and strategizing. Organizational contexts as well as issues on the national landscape (i.e. recent SCOTUS decision) will be included to enlarge the discussion on formal mentoring programs. There will also be consideration of the role of mentoring programs in promoting the Justice aspect of DEIJB. Session attendees will consider critical questions related to both the decision to implement formal mentoring programs and the details/logistics that will be needed to support that decision. Finally, participants will strategize on how to act as advocates and leaders of formal mentoring programs while also maintaining their resilience and creativity. How do leaders sustain themselves in the work of promoting mentoring programs as a platform for organizations that are dedicated to having inclusive cultures? The session will be interactive, drawing on discussion questions, brief in-seat breakouts, and the experience of the presenter as well as those of the participants.

University - D

Mentoring for Wellbeing in Schools / Benjamin Kutsyuruba, Frances Kochan, Rhonda Wheeler, Ellen H. Reames, Johnnetta Ricks, Imandeep Grewal, Angela Adair, Rebecca Stroud, Tyrone Bynoe, Lauren May, Haley Clark, Carol Radford

This concurrent session will include presentations from the editors and chapter authors of the recently published edited volume in the IAP Perspectives of Mentoring Book Series, titled "Mentoring for Wellbeing in Schools." Conducted in the form of symposium, the session will focus on the role of mentoring in promoting wellbeing of both mentees or protégés and mentors in K-12 school settings. This edited volume expands and adds to the existing literature on mentoring in schools, by offering a collection of works that examine the connection between mentorship and wellbeing. This volume includes chapters that describe effective mentoring for wellbeing, detail positive approaches to mentoring youth, offer recommendations for growing the wellbeing of pre-service teachers, early career teachers, and mid-late career teachers, illustrate approaches to growing a community of educators through mentoring and developing teacher leaders as agents of change and facilitators of wellbeing, and discuss studies and models for nurturing and promoting wellbeing among and through school leaders in national and international settings. At this

FULL CONFERENCE SCHEDULE, CONTINUED

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presentation, editors and authors will advocate for greater attention to how to support and nurture wellbeing as central to mentorship efforts in K-12 school settings.

University - E

TREND TALKS

Mentorship... something more important than leadership / Dr. Chaveso Cook
Mentorship is more important than leadership. There... I said it. I am not refuting the significance of leaders and their incredible effect on the organization. When looking at the NY Times Bestseller lists for “nonfiction” or “advice”, there are regularly a few books in the top ten that have something to do with leadership. Bluntly, none of them are about mentorship. Much of today’s research around organizational or workplace mentoring started with its pioneer, Daniel Levinson, who once said that not having a mentor, or having a bad one, is equivalent to not having a parent. Since then, mentoring has been shown to be one of the key components to a successful career and that it can generate synergy to inspire and to empower, with a view to fostering greater innovation and productivity. More contemporary experts on corporate culture and management development like Gordon Shea tell us that mentoring also facilitates increased individual performance, productivity, and achievement. There could be an argument made that leadership does these same things, but I’d argue that there is a slight wrinkle in that claim that makes mentoring more important.

Sustaining Meaningful Mentoring: Twelve years of reflective practice from the Kansas Educational Leadership Institute (KELI) / Dr. Donna Augustine-Shaw, Dr. Mischel Miller

Developing meaningful mentoring programs for new leaders in education is critical. Sustaining mentoring programs is equally important to support today’s complex workplace environments. After twelve years of reflective practice, the Kansas Educational Leadership Institute (KELI) provides evidence of a program design and practices that work and have been sustained. These practices will be shared, and participants will apply the framework in the context of their individual interests and programs. Specific examples will lead to important dialogue around mentoring and meeting needs in various professional settings. Participants will be encouraged to reflect on program development needs specific to their unique professional backgrounds and initiate an action plan. Experiences around successful practices in the educational context including partnerships, clear expectations communicated in program structure, responsiveness to the needs of new leaders in the field, assessment and data that inform program improvement, and high quality, trained mentors matched to specific mentee characteristics lay the foundation for critical take-aways for mentoring program development and sustainability. KELI is gold accredited by the International Mentoring Association.

The Secrets to Creating an Unshakable Bond Through Mentorship / Dr. Jennifer Scully
The foundation of a successful relationship between a mentor and mentee is based on certain key concepts. The mentorship of doctoral candidates and their mentors can make a difference in whether there is a successful acquisition of the degree. This Trend Talk divulges the secrets to extending the relationship beyond the dissertation and the earned doctorate. The presenters share their experience in forming an unshakable bond that is cemented in trust, shared interests, intellectual humility, reciprocity, and emotional support. Despite the doctoral program in which they participated being delivered exclusively online, a strong relationship between mentor and mentee was built that grew from mentorship to friendship within the past two years. Participants of this talk will understand the trend of building forward momentum within the mentoring relationship, the importance of focusing on how to build traction in order to keep the relationship relevant, and the secret to strengthening the bond through a high degree of mutuality of respect for each other.

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11:00 - 11:50 AM

CONCURRENT SESSIONS

University - A

Mentoring in the Digital Age: Unveiling Factors Shaping E-Mentoring Engagement among Online Students / Dr. Cristina Baciu

The swift shift to online learning, propelled by the COVID-19 pandemic, illuminated the untapped potential of e-mentoring in higher education. With over 30% of U.S. college students enrolled in online courses, yet only one in four accessing mentoring, addressing this gap is crucial. Our study examined the individual characteristics shaping online undergraduate students' perceptions of and engagement with e-mentoring. Surveying 414 online students, we discovered that digital competence and goal orientation prominently predicted students' e-mentoring engagement and perceptions. Meanwhile, social self-efficacy and gender emerged as determinants of how students perceived role modeling and the psychological and emotional support offered through e-mentoring. Notably, digital competence, social self-efficacy, and goal orientation also played a significant part in students' willingness to engage in future e-mentoring opportunities. However, factors like age and the nature of e-mentoring—formal or informal—showed no significant impact on students' e-mentoring perceptions or their future engagement likelihood. These insights are not just an addition to the e-mentoring narrative but serve as a compass for educators and institutions striving to craft responsive e-mentoring initiatives. By aligning e-mentoring frameworks with the identified influential factors, we can better navigate the momentum of e-mentoring, advancing it from a peripheral to a central gear in the online educational landscape.

University - B

Mentorship Matters: Introducing a First Year Mentoring Program to Influence Students' Sense of Belonging and Success at Millersville University | Audrey Bare, Ruby Binder

In June 2020 in the midst of the Covid Pandemic, Millersville University, in partnership with its technology vendor, Mentor Collective, launched an online First Year Student mentorship program to help improve students' sense of belonging and contribute to their success. This presentation will share key assessment practices implemented, as well as lessons learned in coordinating this initiative, which may help institutions that desire to implement similar programs.

University - C

Investigating a Mentoring Academy: A study of six evidenced-based competencies / Dr. Clint Patterson, Dr. Julie Harlin

Mentorship development scholars and practitioners at a single university implement the Center for the Improvement of Mentored Experiences in Research (CIMER) evidence-based competency as Mentoring Academies for faculty, staff, and graduate students. This study investigates the outcome measured in participants' confidence to implement strategies associated with six Mentoring Academy competencies - Maintaining Effective Communication, Aligning Expectations, Assessing Understanding, Fostering Independence, Addressing Equity and Inclusion, Promoting Professional Development. This case study research will implement convenient sampling procedures to investigate study participants include faculty, staff, and graduate students engaging in the Faculty Mentoring Academy (only faculty; FMA) and/or the Graduate Mentoring Academy (all affinity groups; GMA) and completed at least one competency between January 2022 and December 2023. Participants rated their confidence to apply the mentoring competency in pre- and post-workshop surveys. Descriptive and statistical analysis will be utilized to determine confidence levels by competence, affinity group, and Mentoring Academy program. Based on prior Mentoring Academy research finding that aligning expectations competency completion revealed an increase of 0.73 mean score ($t=7.91, p<0.05$) for FMA, while the GMA reported an increase of 1.31 mean score ($t=12.25, p<0.05$), current researchers hypothesize positive outcomes for this expanded case study research.

FULL CONFERENCE SCHEDULE, CONTINUED

TUESDAY, FEBRUARY 27, 2024

University - E

TREND TALKS

Moving Forward and Building Traction by Mentoring for Well-Being / Rhonda Wheeler, Dr. Ellen H. Reames, Angela Adair

Principal attrition has a significant impact on the success of schools because principal attrition influences teacher retention, school culture, and student achievement (Bartanen et al., 2019; Beteille et al., 2012; Collie et al., 2011; Mascall & Leithwood, 2010; Miller, 2013; Parker, 2019). “Approximately one in five principals leave their school each year” (DeMatthews et al., 2022, p. 76), making attention to principal retention an integral facet of school improvement and student outcomes. The purpose of this study is to explore how mentoring school principals can improve principal well-being because the overall well-being of the principal is crucial to the overall well-being of the whole school organization. This qualitative study surveyed over sixty Alabama school leaders’ perceptions about stress, well-being, and the role that mentoring plays in reducing stress and increasing well-being. The results suggested that school leaders perceive their jobs as very stressful. Findings also indicate that mentors frequently help school leaders cope with stress, make sound decisions, and manage their overall well-being. This session is for anyone interested in increasing the well-being of those in the workplace.

Mentoring in a Research Environment / Dr. Kawana Johnson

For many in STEM, mentoring is a key part of the research experience. When students experience a positive mentoring relationship, they are exposed to the STEM culture and their identities are promoted as STEM professionals (National Academies of Sciences, Engineering, and Medicine, 2017). In 2022, the National High Magnetic Field Laboratory introduced the “MagLab Research Mentor Incubator (MRMI) Program” designed to give participants the resources and structure to grow professionally and achieve their goals while effectively supporting others in doing the same. Now in its 2nd year, the Incubator has evolved in its efforts to provide sustainable mentor training to graduate students, postdocs, and faculty.

Mentoring, Well-Being, and Resiliency: Connections Every Employee Needs Now / Jenn Labin, Rebecca Rogers

This interactive session will highlight the strengths and differences between structured mentoring, reverse mentoring, coaching, and sponsorship programs. And, we will explore how companies on the innovative edge are combining their approach to help talent reach their full potential. We will share practical guidance, real world examples, astounding proof points, and answer your burning questions. You will gain a framework for developing a strategy to meet organizational goals and choosing the best approach(es) for your social learning strategy. You will also get access to case studies from companies leveraging best practices across mentoring, reverse mentoring, coaching and sponsorship programs.

Momentum through Innovation: How technology can increase access and efficacy of mentorship programs / Ms. Emma Dawson

How can I make my mentoring program more accessible? What can I do to build higher retention? Civic Champs will dive into data-driven results and nonprofit feedback to assess the use of mentoring technology and if they really are effective in today’s nonprofit environment. Expect to collaborate with your peers, analyze data-driven research, and experience what a mobile-first technology could do for your program. Anyone that is directly involved in managing mentor-mentee connections in a mentorship program will find this workshop extremely engaging and practical. Nonprofit leaders, mentoring coordinators, students, and all others are welcome to attend.

FULL CONFERENCE SCHEDULE, CONTINUED

TUESDAY, FEBRUARY 27, 2024

11:50 AM - 1:30 PM

Lakeshore

LUNCH AND KEYNOTE PRESENTATION

How Motivation Science Can Enhance Mentorship / Dr. Taylor Peyton

Motivation is at the heart of everything people do. Discover the truth about motivation as Taylor reveals groundbreaking science that exposes the flaws in traditional motivation theories. Say goodbye to outdated practices and embrace an innovative approach to motivation that could revolutionize your mentoring, leadership, and coaching.

Frances Kochan Award for Best Presentation

Award sponsored by



1:30 PM

CONFERENCE CONCLUDES

IMA Lifetime Achievement Award Recipient

FRANCES KOCHAN



Dr. Frances Kochan is a Wayne T Smith Distinguished Professor and Dean Emerita from Auburn University. She holds a PhD in Adult Education and Policy Studies and Certification in Educational Evaluation, Human Resource Development and Educational Administration from Florida State University. She holds an M.A Degree in Reading Education from the University of Guam and a Bachelor of Science Degree from the State University of New York, Fredonia.

Fran began her career as a teacher of English as a Second Language in Yap, Western Caroline Islands. Dr. Kochan held positions as Dean, Associate Dean, Distinguished Professor, Associate and Full Professor and Director of the Truman Pierce Institute at Auburn University, AL. Upon her retirement from Auburn, she was designated an Alabama Treasure by the Governor. She presently serves as Director of Kochan Consultants LLC.

While at Auburn, Dr. Kochan received the outstanding researcher award, the outstanding award for outreach and the outstanding professor award. Dr. Kochan is also the recipient of numerous other awards. Among them an award from Sage Publications for a publication written with Mullen as one of the Benchmark publications of the year. Another of her journal articles was selected as one of the outstanding manuscripts of the decade by the School Community Journal and published in its commemorative publication *The Community of the School* (2001). Among her other honors are the Jay Scribner Mentoring Award from the University Council on Educational Administration, the Southern Regional Council on Educational Administration Jack Greer Lifetime Contribution Award, the 2011 Outstanding Reviewer Award from the Mentoring and Tutoring Journal, the Southern Regional Council on Educational Administration Jack Greer Lifetime Contribution Award, Florida State University College of Education Outstanding Alumna in Higher Education, (2008), the Distinguished Educator Award (2008) and Distinguished Educator Award for 2002 from the Alumni Association of the College of Education and Florida State University.

Dr. Kochan has served as dissertation chair for over 50 students and has served on over 80 dissertation committees. She has developed an extensive number of courses and has held offices on a wide variety of state, and national boards and associations. Among these are the International Mentoring Association, The American Educational Research Association, The American Educational Research Association Mentoring Special Interest Group, The Holmes Partnership, and the Southeastern Council on Educational Administration. She has also made numerous presentations on her research and teaching at state, national and international venues. Fran is the founding editor of the Perspectives in Mentoring Series published by Information Age Press. She has authored or coauthored over 70 journal articles, 35 book chapters and 12 books.

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ABOUT INTERNATIONAL MENTORING ASSOCIATION

Since 1987, the IMA has been the premier source for best practice solutions and support of mentors, mentees, mentoring professionals and mentoring programs around the world. The IMA promotes individual and organization development by using mentoring best practices in every setting. Our diverse and dynamic, worldwide organization unites individuals who are interested in the theory and practice of effective mentoring. Members bring unique experiences and fresh perspectives from their various fields of mentoring. Working together, we share a common commitment to increasing the impact of mentoring best practice, the performance of mentoring participants, and the efficacy of the organizations with whom we partner.

Remember to stop by the IMA Table during the Vendor Showcase to learn more!

SCAN TO JOIN THE IMA



Member Benefits:

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- Interaction with and advice and insights from mentoring experts and practitioners from across the world
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- Access to citations in the annotated Mentoring Body of Knowledge database
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