

Special Committee on Best Practices in Mentoring

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Introductions

Welcome to San Francisco. I'm Gerardo Marin, the Vice Provost of University of San Francisco and I will be your facilitator today for this special meeting of the Committee on Best Practices in Mentoring. We are planning to discuss, share experiences, and identify some of the best practices in mentoring, and we'll try to make sure everybody has a chance to share their experiences so we can have a better idea at the end of the session of what is happening in our institutions. So again welcome, and I hope this will be interactive and you feel free to share your experiences. So why don't we begin by introducing ourselves, providing a brief background on who you are, and then we'll jump right in and begin the discussion on mentoring.

Good morning. My name is Janet Douglas Price, and I'm a faculty member at the Borough of Manhattan Community College in New York City. I teach the basic speech course, Fundamentals of Speech Communication, so we're going to look at listening and how it plays a role in the speech class, and teacher-student relationship.

Janet Douglas Price and Eva Kolbusz: In the course of the two minutes that we were given jointly, we would like to outline the typically recommended practices of ethical listening in our public speaking course at BMCC, which we both teach, and also touch up on listening styles that are pertinent to the communication process between the faculty member and the students, and outline ethical standards that are involved in the process.

Good morning, my name is Tracy Moore, and I work for Arkansas Baptist College. I'm actually chair person of the Department of Social and Behavioral Sciences

Ebony Turner, Dillard University, program manager of education and training.

Danneal Jones, Dillard University, dean of student success for the Office of Enrollment Management.

Good morning, Henrietta Harris, dean of student success for the first year experience, Dillard University.

Good morning, Toya Barnes Teamer, vice-president of student success at Dillard University, and our focus of our mentorship is African-American male mentorship.

Good morning to everyone, I'm Kevin Bastian, dean of student success at Dillard University for support services and TRIO programs.

Good morning, I'm Dr. Thelma Baxter from Manhattan College.

Good morning, I'm Dr. Joan Tropnas from St. John's University.

Good morning, I'm Katherine Durham Oldmixon, and I'm from Houston Tillotson University, where I teach English and direct the writing program.

Good morning, I'm Fran Edwards from Delaware State University and I'm the public relations lead in the Mass Communications Department.

Joseph Jones, Dean of Arts and Sciences, Houston Tillotson University.

Hi, I'm Colena Corbett from Johnson C. Smith University. I'm an instructor of English and in the freshman academy program.

Good morning, I'm Dr. Kandace Harris, chair person for the Department of Communication Arts at Johnson C. Smith University.

Good morning, I'm Dr. Esperanza Zenon, Clark Atlanta University, Curriculum Department, School of Education.

Good morning, I'm Janet Kupperman, chair, Department of Curriculum, Clark Atlanta University.

Good morning, I'm Tracy Hall from Sullivan County Community College, director of facilities.

Dr Terry Hall, assistant professor of education, graduate division, Mount St Mary College in Newberg.

I'm Mike Edelstein, I'm the head of the Environmental Studies Program at Ramapo College of New Jersey. I'm the head of the Institute for Environmental Studies, and I'm going to be talking about sustainability as a context for mentoring.

I'm Dr. Ludmilla Smirnova, Mount St Mary College. I teach courses with technology, and my talk is about creating a community of reflective learners.

Discussion

Dr. Marin: There is a broad range of experiences and activities that we're all involved in. But what I like to do is reflect a little bit on our experiences. Most of you returned a reflection paper to NYU, but I'd like to have you tell us about the kind of experiences at your home institutions, particularly emphasizing the best practices.

Thelma Baxter (Manhattan College): I am a retired New York City superintendent, and I am now teaching in the School of Education at Manhattan College. My mentoring experience goes back to being a principal and having a mandated mentoring program for new teachers. More experienced teachers were provided relief and were assigned to mentor novice teachers in New York City for their first year in the field, during their first year of employment. That was a very structured program, with certain relieved hours for the senior teacher to work with the new teachers. I found that, as we assigned people within the same content areas, sometimes there were personality difficulties, people didn't just hit it off, and it was necessary to make changes. I think that probably a better method is to have some sort of initial opening meeting, grouping, so that people can have the feeling of self-selection, because mentoring, when you have someone who is less experienced with someone who is more experienced, you need to be able to relate to that person in a personal way.

I sit here today because I was mentored by a gentleman that probably the ladies in the front know, Dr Michael Gillespie, and Dr. Gillespie is currently a dean at Borough of Manhattan Community College. I selected him as a mentor because he shared my same

experience. He had been a high school English teacher. He had never been a principal, but he was a person who was in administrative work at the college. And frankly, I asked him to please mentor me, and he ended up helping me succeed. I wouldn't be sitting here as a doctor today if it wasn't for Dr. Giles. But I think that the whole mentoring process, what I do now with the students, I serve as a mentor to African-American student who are in education, who are in liberal arts. It's hard to believe ago, but five years ago when I went to Manhattan College, I myself integrated the School of Education. So here I am as a presence on the campus, and I have students who just come to my open door because I stay there very late in the afternoon, and my door is just open, and they select to come to me because I look like them. Now what I have to mentor them about is everything from how do I get a job for the summertime? How do I do my resume? How am I going to get past the bursar with this bill that's unpaid and still register for class? So part of mentoring has to be a personal relationship that people say, "this is my person, who's my go-to person, and they're going to help make things better, they're going to help me figure out how to solve it." So mentoring is a very personal relationship. The person who should have been my mentor was my principal, and I have to tell you that not all the time are mentoring situations positive. I always mentored people with the idea that I want them to replace me, so as a principal, I have 25 principals now in New York City that I have mentored from teacher to principal. But sometimes there are people in the mentoring process who don't want you to replace them, and really are fearful, and those are just mentors that you really need to move away from.

Dr. Marin: I guess you've raised two interesting issues. One is the extent of mentorship, whether it should be a personal relationship, and we're going to talk a little bit more about that today. And the other issue is whether they should be chosen or assigned, and that's worth looking at to figure out what may be the best practices. But thanks.

Joan Tropnas (St. John's University): Hi, I'm Dr Joan Tropnas from St. John's University, and I'm also the director of the human services program. I have two routes of mentoring students. The first route, the official route that the school has identified, is through the learning communities, which on our campus have become very popular. I don't know if they're popular with the students, but the school certainly supports them, so in that capacity I usually wind up with sixty students. I have the career management community organization, and that's a variety of majors. This year we did something a little different because sixty students to mentor is a bit unwieldy, so we have attached other faculty on their liaison, but they will have these students in their core classes, and because I had an experience working with all 60 (a different group previously), I help mentor the faculty who are just starting to become part of the learning communities. It's proven to be successful, more successful, because the issue was, I primarily teach juniors and seniors, so I wasn't catching them. They didn't know me as well as they will know these faculty members.

The other part of my mentoring is the informal part, and again the self-selection. On my campus, although our faculty are fairly integrated, I'm still a minority presence, so many male and female students will relate to me because of who I am. I think the other part is being open, letting them know that you're available to them, and I try to do that in a variety of ways. One is through my classes, I probably get off topic quite a lot, but I talk about things that are going on in the community, things going on in the world, and I think that helps them in terms of looking at me as someone who is approachable, and I think that's a very key part of it. Mentoring for me is, and I'm going to steal a little phrase here - renewable energy. In other words, if you don't sustain the momentum, or help those coming behind you, or however you want to look at it, you're defeating the whole purpose. So those are some of my experiences.

Dr. Fran Edwards (Delaware State University): Good morning again, I'm Dr Fran Edwards from Delaware State University. I've only been at Delaware for three semesters, so as a junior faculty, you know that I was told, "You're going to be on this committee. You're going to do this. You're going to do that." University-wide, I work with a mentoring program that is a part of our student services, and of course there are some issues with being assigned to students in structured or unstructured mentoring, trying to get a faculty commitment to participate in a program like this -- most of the time you're providing is following academic hours, because the students don't really have time to come to you during the day. The reason it was decided that they needed to have more faculty involved is because about 65-70% of our students are first generation college students. I grew up in an environment where I was mentored all my life; that's what I knew. It was both being part of structured mentoring programs, whether it was the church or the community, and subsequently my parents talked to me about going out and seeking out mentors to assist with attainment of my career aspirations. For example, if you want to be a journalist, you need to find a mentor at a TV station, or at a radio station, and that's what I knew all my life. What we're finding in these students is that they are coming from some really rough environments, so mentoring is not even on their radar, survival is what's on their radar, every single day. And so, beyond being part of the structured program, I don't teach Mondays and Fridays, but I'm in my office with the door open. And I have students who will say, "Oh, this is my friend in the school of business, can they talk to you?" And I'm like, "Uh sure, come on in." But I think that if you come from an environment where mentoring is a part of that fabric, you learn how to seek out people when you move into other environments who can help you and guide you. And our biggest problem is number one -- empowering them to start creating a different vision for themselves, to be able to feel like, "Okay, I'm here now, I can be successful as long as I'm academically astute, surrounding myself with both peer and professional mentors, and am starting to be accountable for my growth and development over this four or five year period."

The other end of the spectrum that I've noticed as a younger faculty member is that it's hard to structure a mentor program on your campus for students when faculty doesn't have a really strong mentoring program, or when we are not embedded in a culture that speaks to mentoring. And so I -- and you know how the grapevine of the rumor mill is really powerful -- when I first got there I was told by tenured faculty, "You need to find a mentor, because you're not going to find one in your department. You need to do this, you need to do that." And I'm like, "I just came from a university where I had the greatest mentor in the world." So you take what you need from what people say to you, and just doing my own research, and just working with this program on campus, I do find that there are some issues as far as faculty mentoring. If faculty members are not receiving guidance and do not experience the mentorship that they need, it's difficult to tell them that this is a commitment they need to make to their students, whether it's structured or unstructured.

I also think that the perception of what mentoring is needs to change. I think mentoring is a two-way learning process. Traditionally we think that the mentors come with a wealth of information, and that when you go to your mentor's office, "okay, I'm here for my mentoring session," and you're just sitting there, and you're transcribing, you're taking notes, you're writing down everything they say you should aspire to, or you should be doing, or you should be working to achieve, this should be your short-term goals, these should be your long term goals -- and that's not it. And I think, that's just my personal approach, and I do learn a great deal from my students, because I'll tell you, my students are so resourceful, and all the things they're juggling in their lives, and I don't think I could even do that. And so I do try to learn from them, I do try to learn about teaching styles, I do try to learn about how culture and environment impacts your ability to learn and your perception of the world so I can incorporate that into the structured mentoring tasks that I

have to undertake. So I think it's something powerful, but you have to have a holistic approach to mentoring at a university. I think that faculty needs to be mentored, and the young people there have to be mentored so that people can take our places, but as they take our places they will have that foundation of knowing that mentoring is the part that fills the void when people move on.

I think that with a lot of our students, some of them, I mean they come from really rough environments in terms of not having financial stability to having some family structures and family issues that would make for good documentaries. And so some of them do go out and try to find someone who has struggled like they have or has been through similar situations, and they cling to them and that's how they get by. But then other students that come looking at college as a refuge really are still lost, so they just come to college getting away from something, and they don't really know, "Oh, a mentor is a good thing, this is a person who can do everything from telling me how to dress, to prepare for an interview, can feed me when I need food, buy prescriptions" -- I'm just thinking of things that I've done for some of my students -- "to telling me to go to the counseling center to get help, telling me to get a math tutor, those sorts of things." But I think it's something that's just like how we learn manners -- if it's not embedded from the beginning, it's not something we're used to navigating. And I think sometimes the young people are fearful, because they do have this perception, "Well, that's the person who knows everything." And there is a bridge to be gapped between the younger generation and ourselves because of technology, because of culture, because of all these other things in our society, and it makes it difficult if no one wants to begin a dialogue and no one wants to engage. And I think it's also difficult too, when it's like you're the one, there's a handful of people kids gravitate to, because it can be really overwhelming.

Dr. Marin: If you have an open door policy and you have a voluminous schedule as well, how do you manage both in terms of your time, and where do you draw the line in terms of -- for example, I have a Blackberry, and I'll say you can text me or send me a message, but then I'll say, "okay I do have a family, so at 11:30 at night, please don't expect me to respond. So how do you do set boundaries and still allow [students] to..."

Dr. Edwards: Our campus has a policy where all incoming students receive a laptop, and that's a blessing and a curse. Last night before I went to bed, I'm emailing my students, and they know I'm in San Francisco, and I'm emailing them about paper topics and things like that. I respond to their emails, I don't give them my personal email, but I do respond to the university address, and I'm proud to do it pretty much 24-hours. Now if they have some emergency, I'm not the one to go to for them. I mean, they know I'll get back to them, and that seems to work. I'll tell them, "I'm going out of town, don't email me." But they do, so I respond. And it's a sign that they respect you, because on Mondays, they know that that's the day for them. And in between students I may do work, grade papers, or things of that nature, but they respect the fact that on Mondays they know it's someplace to come, and then during office hours, they know that those hours are strictly for academic things, then Wednesdays I split my day in half. So I think they respect you when you lay out boundaries, and they really feel like, "you're setting this time aside to take care of our needs, so we're not going to abuse it."

(Another woman): I stay in my office daily from 4-6, and when I'm there, I'm either going to do papers, read, or deal with students, and they know that I'm there. But the other thing I do, because I'm not at the college on Fridays, and I know that students like instant response, is to give them my cell phone number, along with the caveat "do not call me before 6 AM and do not call me after 10 PM, and you'd be surprised, very few of them call me after 10 o'clock, because I tell them, "That's when I go to bed. I have to have a life."

And luckily my husband doesn't respond negatively if they call on a Sunday and I'm gone, I just speak on the phone. I find it easier for me to just respond to them, deal with the issue, and then it's over.

Dr. Ludmilla Smirnova (Mount St. Mary College): I can relate to what you said, and I think technology really helps us mentor our students, and I make myself available to students. Besides, I am teaching courses that are all technologically enhanced, and I show them how they can connect with each other using technology, like Google Mail, and Google Talk. And I make myself available, and of course I follow all those rules you've mentioned, but sometimes students really are connected. Sometimes I'm at a meeting with my colleagues and Google Talk pops up, "Dr. Smirnova, I have a question!" And you really guide them, you really mentor them through the process of learning, and at the same time they see the advantages of using technology to connect with other people, to connect with your professor, and it's really helpful to help students grow.

Dr. Marin: About what percentage of your students contact you like that?

Dr. Smirnova: I would say, it depends on whether it is a graduate or undergraduate program. I would say maybe 10% of undergraduate and probably 50% of graduate students, because they are more mature, and they want to succeed. Undergraduate students, right now I'm teaching Methods of Students, and out of 23 students, five are in touch with me all the time. And they are designing new lesson plans, they are designing new ways of teaching, and when they design the lesson plan, I want to be really on top of the same stuff, just as long as they help, and just – Google Talk, it's the savior.

Dr. Edwards: In terms of the technology piece with mentoring, one of the things I'm looking at now is using social networking sites as an engagement tool with students, which is still a little iffy when you're talking about faculty members wanting to use a Facebook or a Myspace, informality with students, and how those different levels work out. But on a positive side, I just finally bit a bullet about a month ago, and I had serious anxiety about it, but I finally did get a Facebook page, and it's been amazing from a mentoring perspective. I thought I knew a lot of my students, but I've really gotten to know them in different ways, and they're very interesting students. And I'm going back to being selective, I am still selective in terms of who I give my phone number out to, even who I say, "Yes, I want to be your friend on Facebook." And I think that's really important, but in those instances where I am able to build relationships, there's a sense of building community through using technology. So there are those negatives in terms of how are education policies being careful, what you say, what you put up, so on and so forth. If you do use it right, it's been a whole new world in terms – and students want to use it. They will, they'll text you before they send you an email or come by your office, and so I've been able to be more available for them, which has been a gift and a curse. They'll text me, "Are you in your office? Can I come by?" Or they'll just show up, or they see my car, "Why's your car still here? What are you doing?" You know, building a relationship. So technology, it can really be a useful tool when you're talking about engaging students, and particularly, I'm at an HBCU, and for African-American students, they prefer to use electronic sources in contacting their professors, which a lot of people don't know, so this is a great tool when you're talking about first generation college students, low-income students. They don't mind using the technology, so it's just something to think about in terms of building that.

Dr. Marin: What is the availability for first generation students as far as the technology goes?

Dr. Edwards: Oh no, they have everything. First generation and low-income students, they have phones, they have everything, and they're able to use it now. We talk about texts, you know spelling and things of that nature, but they use it in terms of really getting in contact, and for some of them it's easier to do that than it is to talk to you face to face.

Dr. Marin: Now all of your students have computers, right?

(Another woman): What I was going to say – I think it's difficult for some students to approach you face to face, at least initially. However, with the technology, an email is a little less confronting, so to speak, and if you respond to it, then you can gradually help them have a face to face conversation, and I think it works very well. Actually, we were having a discussion on my campus because one of the senior faculty members was saying he doesn't use technology, and we were saying, "You should use at least that, because it does help with mentoring, and just general communication."

Dr. Marin: But does he also do Facebook?

Dr. Edwards: That's a huge issue. Faculty are scared – well not scared, some people just don't want to get into it because they don't have the brick and mortar, and others are just, in terms of talking about job security, and you know, you just don't want to cross that fine line, so it's a very gray area right now.

(Another woman): I think one of the advantages of the technology portion is, I think that as technology advances you can help your students learn some basic skills and actually use this as an effective platform. You can ask your students, "What kind of pictures would you put on this Facebook or Myspace, and what if the future employer is going to just check you out, and go in and see this of you, would it help you secure the job or not?" I use my classroom setting and use these tools as wonderful ways to help them learn something.

Dr. Smirnova: And also, it's interesting that these new technologies allow students to collaborate and also to see each other face to face. But the new technologies like Illuminate, and Skype, and even Google Mail now, have a video chat. What I notice in my experience when I teach using Illuminate is, in the beginning students maybe do not have the headsets, through Web City they used to type to each other. In the beginning of the course, very few students will have the headsets or videocams, but by the end of the course, almost everybody has a headset, and students want to show up in a videocam. They want to communicate and they want you to see them. It's interesting, and sometimes I give them the option of video, and sometimes I give them only the option of chat and audio, but they want to communicate and use all possible devices to be available, and to be heard and seen. It's interesting.

Dr. Esperanza Zenon (Clark Atlanta University): My experience is maybe a little bit different, because I'm dealing with graduate students who are probably a little bit older, and throughout their educational process, they've not been exposed to technology as much as some of the undergraduate students have, so I have to spend a great deal of time educating them on the use of technology for these kinds of mentoring purposes. What I'm using is Google Chat Gadget, because it's a completely web-based chat platform, to extend our contact time, because they're in the process of doing research projects, and so I use that as a tool to guide them through the research process by telling them and sending them electronic feedback on the papers that they're writing, and then meeting them in chat sessions to discuss possible corrections or changes they may need to make. But it has taken some effort to get those older students acclimated to using technology. For example, we had a chat session two weeks ago on a Wednesday night, and there were perhaps two

students who could not get in because they did not remember how to sign into their account, so they're on the phone with me while I'm trying to chat with the other folk, saying "Well what you're going to have to do if you don't remember your username and password is go make another account, call me and tell me what that username is, so I can invite you into this chat session." It's that kind of process when you want to engage in technology when you're dealing with an older class of students. Now, they don't have a problem sending me an email all day. And in fact, even a portion of my class that has threaded discussions where I've set the tone and the topic, and then use a particular student as the moderator for those threaded discussions, they don't have a problem with that either, because that's simply the logging in and type some information at a web location that they're fairly comfortable with. But this process of chatting, and I heard someone say video chat, and I'm scratching my head. At this point, it might take me half a semester to educate them enough to be able to use those kinds of tools, so that's something you have to consider too in this mentoring process. The other thing is that a large number of students who are in these graduate classes are in teacher education, but they've never taught before. They're coming from hard science or math disciplines into teacher education, and so a part of what I'm having to do for them is model the kinds of things that they should be preparing to do as future teachers, and in order to do that, I have to establish a level of trust with them, and I do that by trying to make myself available to them, and I try to address whatever issues they come to me with.

Dr. Marin: Quick question, maybe not so quick. How about the quality of the mentoring relationship, face to face versus digital?

Dr. Janet Douglas Price (Borough of Manhattan Community College): Well I think in terms of – I think you have to know the student, I think, for you to measure success in terms of quality. If the person is technologically astute and doesn't mind, I think you're responding to how the person communicates, whereas in another case maybe the person is challenged in that area. So I think for you to measure success and the quality of mentorship would be based on the type of person you're dealing with. I don't think it would be the same experience for all persons.

Dr. Smirnova: I'll just add on to what Janet said, accomplished from the Borough of Manhattan Community College, I think there's also the issue of the students, not the ones who are eager to be mentored and seek the mentors, but the ones who you know should be mentored but they're not necessarily open to it. And in those situations, I'd imagine the only way is the face to face mentoring and often times allowing the students to speak, or to be heard, or to be acknowledged before anything can even get started. And with our first semester students, or first-year students, who often times lack academic skills and lack a sense of direction, they're not entirely clear what major they would like to enter, direct, personal mentoring, structured and unstructured, is the only way to go at that point.

Kevin Bastian (Dillard University): I've heard some great information so far. How do I follow this? At Dillard University, our focus has been on African American males, and there are a lot of entities to think about. Now first of all, Dillard is located in New Orleans, and that alone provides challenges in itself. If I mention a certain August 29, 2005, that may be familiar to some of you all. That was when we were visited by Hurricane Katrina. Along those lines, you know much of the world has moved on since Hurricane Katrina. I want you to realize, if you will, that which we know as New Orleans on August 28, 2005, has been changed. It has certainly been changed. New Orleans is a place of neighborhoods; it's a place of family. We know people by what high school you attended. We know a certain personality type by what ward that you grew up in, if you will. And I always know your mama, if you will. Someone always knows your third cousin on your uncle's side in New

Orleans. Having said that, we have a special population of African American male students at Dillard.

When I think of mentoring, that's the word of the day, but simply stated, it's about relationships. At the end of the day, that's mentoring. And not just relationships, it's about a naturally occurring relationship. I'm not sure if I could wake up on Monday mornings and say, "I will mentor these two young people." I think it's almost a natural fit, that certain people gravitate to certain people. I must share with you, when I'm in my counselor's room, African American males will not traditionally come in when I use the word counseling. However, if I say, "Let's have a conversation," they will run at that opportunity. So we'll place counseling under conversation. Also, I think it was shared here, that powerful word called listening. That is so important for mentoring, whereby these students can come into your office, 15 or 20 minutes, whatever the case may be, and I'm kind of old fashioned, I still like the face to face, if you will, simply to listen and to actively hear what that young person is sharing with you. Once those relationships have been established, they will seek you out, as you already know. Whether it's Facebook or telephone, they are coming to knock on your door, and it's always about resume writing or changing majors, or whatever the case may be. Just recently, within the last two weeks, relationships with some of the leaders on campus, have knocked on the four of our doors, indicating that they would like to have an African American male –I don't want to call it a club, but an organization, a conversation, a dialogue of some sort. So more so, we've recently been visited by the actor Danny Glover. Danny Glover is fully engaged with this new dialogue, if you will, with our young people on campus. You talk about incentives, that would definitely bring the students out, knowing that Danny Glover is on campus and part of the conversation.

Also, one of our psychology professors shared this with me a little while ago. Let's go back to Hurricane Katrina. Know that people were displaced throughout the country shortly thereafter. It's one thing when you move out of your neighborhood when your house was flooded, or whatever the case may be, but a lot of these young people came back. Not only did their parents move to different cities and locales, but their entire school also moved or closed. So that they attended, maybe since the second grade, all the way up to high school in some cases, or maybe the traditional high school, 9th, 10th, 11th, grade, they're coming back to graduate and that school no longer exists. So consequently, these young people had established mentors, whether it was in middle school or high school, returning to find that relationships are no longer there. And consequently, we are seeing a lack of mentorship with some of our young, African American males. So they bring situations that are a lot different. Also, I started this conversation letting you know that New Orleans is a place of neighborhoods and family. Well, now they're living with several family members inside of trailers. Now they no longer have their house or their apartment, wherever they were staying. Now they're staying with two uncles and a grandmother inside of a trailer. That alone brings certain challenges for student success. Also, our president has engaged with a new vision called student success, looking at the students holistically, which includes mentoring. Mentoring is so important that many of the structures within the division of student success are specifically designed around mentoring. Our whole purpose is to make sure these young people are heard or acknowledged, so that they can experience success. Also, much effort has been placed in providing campus-wide resources for the young people. Often you hear, "I just didn't know. I didn't know there was a counseling center. I didn't know there was a special education program. I didn't know." So we spend much time always updating these resource manuals to share with these young people. We also have created a special orientation program that's called SOAR, and if I could maybe get my colleagues to add to the safe model, how that relates to it...

Toya Barnes-Teamer (Dillard University): The SOAR program is actually our orientation advising and registration program at the university. As a part of that week long activity, we invite our alumni and faculty to a breakfast meeting with our new students, and we match them up with those individuals. We don't match them prior to the networking. As Kevin mentioned, what we generally will do is allow the social engagement to direct students to certain tables where alumni and faculty are sitting at those tables. Then there's a sheet at the table where, after the dialogue that occurs around breakfast, around the social activity, people match themselves up, so that the students follow up with the alumni and the faculty, the faculty then have the students' information, as well as the alumni have the students' information. So we start the mentorship program actually even from Daneal's area with enrollment management, with those first-line recruiters. And then we have Henrietta's area with the first-year experience, as a part of the SOAR program. We have Kevin's area, which is the student support services area where we have the counselors under our division. We also have health and wellness, so the psychologist, our nurse, we're all tied together. We have student affairs in our area. And what we do is, every Wednesday from nine to eleven, which the meetings always run over, depending on what the issue is; the last issue was Facebook, and how do we address the issues of Facebook, and access to Facebook, and becoming students' friends and then providing knowledge to help get into graduate school, and then you don't want to take their – you know, they trust you, so you don't want to do anything to defy that level of trust, but then from a university standpoint, to not put the mentor of the coach or the person that they trust in that relationship in a position to say, "We're going to do this, we're going to do that." From where I sit as a Vice-President, we then have to determine if there is a need to revise our student code of conduct around technology, where it's not specific to the student, but it's holistic. And we've all discussed incidences that have occurred, or things that we've become aware of, where we know we need to coach other students, but that student may not have been the student that invited you to be their friend. And so we're looking at it from a different perspective. But with that, I mean we could go on and on.

Danneal Jones (Dillard University): Yes, student success and academic affairs, we're all involved in some of those programs. So, academic affairs is a partner in the process, business and finance is a partner in the process, residential life is a partner in the process. We do not mandate that faculty become mentor or coaches, because we're concerned –even with advising – it's the same philosophy around not forcing a faculty member to advise a student if they don't feel that that's something they really want to do. We have had that debate within our institution, and so we're not at a point where we're mandating that faculty do these things, but that we're encouraging them, and there a lot of them that do participate within our division, and the provost is on board as well.

Henrietta Harris (Dillard University): The first-year experience course is a one-year course, and we have DU901, Dillard University Experience in the fall and the spring, and our major goal is to make the transition from high school or community college or life, into the university. It's part of the general education requirement, and we have teaching the course in our division three persons called emerging faculty fellows, and their job is to teach the seminar course, and also work very close with a group of students, first-year students, to help them make the transition. They are their mentors, they are their advisors, they help them find all of the resources. This is a seven year old program and we find it to be very successful, we give students lots of resources for academic success, social success, financial success, during that first year. We meet once a week for an hour and fifteen minutes in the seminar class, and we meet once a month in what we call a dinner assembly, where we bring in other persons to come in and talk about other issues.

Ebony Turner (Dillard University): My name is Ebony Turner, Dillard University, and I am program manager for education and training. I basically run a training program and I think what I want to talk about is at the next level, not while they're in school but after they graduate. One of the indicators that a college has been successful is whether or not they successfully place their student or college graduate in a job, and that means there's a certain set of skills a student needs to graduate with other than just the mandatory texts they utilize during their academic career. They need workplace skills, and examples of these skills include strategic planning, being able to develop new skill sets, as well as diversity awareness – these are different skills that these students need to obtain in order to be completely integrated into the workplace. Students need mentoring, internships, different activities to be successful. I think at one point we kind of touched on some of this when we talked about mentoring and making sure that the Facebook, that the information that goes out there does not impede their success. But we also need to look at integrating this into mentoring, and I think that Dillard, by not only matching them up with faculty, but with other people within the administration of the institution, like in financial aid, so that anyone going into accounting can get an idea of the practical skills sets they need beyond book sense. This is one of the areas that I'm suggesting we add to mentoring, something that will help them to successfully integrate into the workplace.

(Another Dillard University woman): And actually I did want to add on to what Ebony said. Ebony didn't say that she's a family partner actually working through a grant program on the campus. How long have you been there?

Dr. Turner: We arrived on August 29, the day of the storm. It was really, really stressful. My entire office, which is the Deep South Center for Environmental Justice, is grant funded, and we were scheduled to join the university September 1st. Well August 29th, we were like, "Do we have a job?" So that's when we joined, and let me just give you a background on workplace skills. Our grant program integrates workplace skills into a workforce development program, and the workforce development program actually trains them in environmental remediation. But through my research, I've completed studies that indicate that business and industry need all sorts of skill levels in the workplace, both basic and those emanating from the college level as well.

Tracy Moore (Arkansas Baptist College): Good morning, my name is Tracy Moore and I'm chairperson for the department of social and behavioral sciences at Arkansas Baptist College. Arkansas Baptist College is a small, liberal arts college, historically black, that's located in Little Rock, Arkansas. And when I say small, we have 600 students – total. At our lowest we've had 287, so when I say small I do mean small. And actually I have the distinction of being senior faculty as well as a chair, and I've only been faculty for five years, because we changed administrations in 2006, and I'm one of the few full-time people still there before the previous administration. With the arrival of our new president we found that our student population changed. We have a large, non-traditional population and the majority of them attend at night, but we also now have this new traditional population that's majority male. Our population is actually 64% male versus 36% being female, and one of the reasons that happened is because our president opened a new football program. But our athletics program is only a two-year program, so the majority of our students come in with the idea that they're going to play and then want to leave, if they're male. So we have several initiatives going on to retain and mentor students.

One of them, at least for the male students, was called the OK Kids program, and it was actually designed to mentor middle school children. Police officers were supposed to mentor these middle school children, but instead mentors who were going to mentor the middle school children are training the young men to mentor the middle school children. So we

have all of them being mentored, our students as well as them mentoring the other younger children. On the other side, for the females, they don't have as much support when it comes to mentoring, because they're such a small population. Our campus student organization who has taken on the task of mentoring the young ladies on campus, and they're supervised by faculty members who've asked their advisors for this organization. So it creates this very interesting dynamic, because I'm actually caught in the middle of those two groups in addition to the fact that I also mentor junior faculty. It's a challenge, but some days it's more rewarding than others, you know? I understand when you say that you provide them with your telephone number, your cell number, and they call and you give them parameters – I don't give out my cell number. At one point I did provide them with my cell phone number, but I have since stopped this practice because I've gotten calls from students I know I didn't give the number to - I still answer, and it took me about a year to stop asking, "Where'd you get my number?" I don't know how to describe it, it's just that we have a lot of people who are working with the goal of helping our students to make wise choices and decisions, and sometimes it's challenging when we know we have this one set of students who are only going to be there for two years. So what do you do to best lead them in the right direction? And so what we've discovered works best is if we have older students to help mentor the younger students.

Eva Kolbusz (Borough of Manhattan Community College): I teach in the department of speech communication and theater arts at Borough of Manhattan Community College. We're not directly engaged in a formal mentoring process. Some of our faculty members participate in a program titled "Five" where they advise students, but not everybody. Mentoring to us comes more to us as mentoring in the classroom and outside of the classroom the students who we teach. And because of the fact that, due to all kinds of problems regarding financial aid, our public speaking course has been relegated to one of the very first courses offered to the students, which is a little bit of a bumpy before the horse. That of course constitutes a great deal of problems, setting up students to be challenged with problems that they're not necessarily prepared to handle. So next to teaching our course, we also have to figure out how to teach the course to the students who are not necessarily prepared for the course, for example, for the basic reason that they are not yet finished with their composition one course and are not yet familiar with the principles of exposition. So this is just an academic issue, but there are many other issues that come into the picture of public speaking that have to do with a lot of issues of how we want to come across, what kind of image we want to give off, how clear we are as to where we're going. So on a daily basis we run into questions of how do we supplement all of this?

Now I'm so impressed listening to what you're doing in your colleges when it comes to mentoring, because in our school – which is not the case across all of CUNY, different CUNY schools have different policies on that – but in our school, we do not have an immersion course. We do not even have a one semester immersion course, we have nothing of that nature. So faculty members have to introduce elements of college immersion topics in the courses they teach. So I've found myself having a lot of freshman seminar issues blended into the public speaking topics, presentations, etc. That's a lot of juggling, and as I say, for me, the biggest thing is to deal with the students who are essentially sort of opposed to mentoring, and are not seeking – to open them up and say, "Well, make up your mind. Where are we going? What are you doing?" initiate that kind of a conversation, and sometimes it's hard; sometimes it's not at all easy. So a lot of the mentoring relies on the business of asking questions, asking questions, asking questions, and then double-checking, "Did I understand you correctly? Is that what you mean?" and help students identify their positions on a lot of things they have not thought before. I wonder if you face similar issues?

Colena Corbett, (Johnson C. Smith University): One of the things or tools that I use is the conference, whether it's midterm, post-midterm, either online or face to face, and what I've found is that students respond differently once you have them in your office, because a lot of times, when I have students and I say, "Come to my office. We can talk about this paper or what was discussed in class," a lot of them take the approach of what you said about counseling. "Well, I'm not dumb, I don't want to come to this." So when you tell them this is the time for us to interact face to face and once they come to you and talk to you, they realize and they understand that you care about them, and you'll find that they'll have a different reaction to their other professors, and will start coming to their other classes. Because a lot of times, if they're not performing well in your class, sometimes that can correlate with another class. We have a freshman academy program, and teaching in the English department, it is a gateway course, so you get to know all of the students one on one, and a lot of times, you will find out a lot about them just by what they write about. Getting back to the mentoring process again, and this is a question I have for the panel – how can you fairly assess a student with what you know about them while mentoring? A lot of times it's very hard to separate the two. I just had a student last week who told me, "Professor Corbett, I just lost my house." Or, "My lights just got cut off." So how do you fairly evaluate the student with all that is happening - I mean, I know you probably have a lot of experience with that with what has happened in New Orleans – and still be that mentor, but not to the point where you are crossing the line as far as academics.

Mike Edelstein, (Ramapo College of New Jersey): Well, I confront that as well, and I think the issue is that – I am an academic; I'm a professor. And in the end I have to authenticate whether people deserve to graduate and meet a standard of a person who can attain that. At the same time, all kinds of things happen in people's lives, even when they're not engaged in a major formal disaster. So I tend to give people time, I'm pretty flexible on time, I really try to extend myself to help people get there. That part, I think, is completely malleable, and that's the mentor side. But the academic side also has to be there, and I think if you give up the academic standards in order to be a mentor, you're actually failing the students in the long run.

(A woman from Dillard University): I totally agree with what you're saying, and even with any other relationship in your life, you can't be all things to all people, and what we focus on is not giving students excuses, or you becoming the clutch for the students as a mentor, but being aware enough of the opportunities on your campus to be able to refer that student, and we use the term "empowerment" a lot. That you wouldn't be where you are or I wouldn't be where I am if I had not taken the lessons that someone gave me and then empowered myself to take the next step. That you're not going to always be there for that student, and so we've got to teach them to be able to stand on their own two feet. So for me, as a person who's not in the classroom anymore, but as an administrator, I always go back to what was in the syllabus. You know, "You've missed a whole week of school. What was in the syllabus? In the syllabus, your instructor specifically stated that you can only miss X number of days, that there was no make-up, or maybe there is some make-up. Have you even contacted that professor?" And so sending the students back to take responsibility is the biggest part of the whole coaching, mentoring process.

(Another woman): My colleague here spoke about naturally occurring relationships in the mentoring process. When you're in a situation like I am, where there is a structured mentoring program that's launched on the campus, how do you get those naturally occurring relationships to flow, and then what do you do to encourage students to look beyond that comfort zone of the younger professor that looks like them, or the professor that's in their department? You know, how do you do that? Because that's one of the major issues that we're having in terms of being in a structured mentoring program, and knowing

that this is a program that's built upon faculty participation across the board, but we also have programs in our department. So we're having issues in terms of trying to balance it out. So how do you do that? Because the relational aspect is extremely important.

Dr. Price: Well the first thing, for me, when you mentioned being selected because of how you look, that was one of my experiences when I first started teaching. First of all, "Are you really the teacher?" and second, "How old are you?" So that's always on the table, but I realize that definitely setting boundaries, and I think my students they all know that while I might be fun, jovial, they know that I'm serious, that my expectations are high. So when they make jokes on the side they're saying, "You've got to do it well; you've got to be perfect." And I think once they see how they carry yourself, and the standards are high, I think that also helps them to shape what they need to expect. Also in the relationship, I am very direct, so I need to know what it is you want from me, and so once I understand – because I might think that you need something else but that's not really what you want from the relationship. So I make it very clear, "Tell me, what do you expect this relationship to be like, and then I'll be able to say whether or not I am the person best-suited to help you. Maybe I can use a referral system." Because one of the things we experience on our campus is how to avoid burn-out. Our course load is voluminous, the responsibilities are great and everyone is juggling. So I know through the Title Five grant, some of us participate on one of them, where we offer advisement to a liberal arts student, and this came up at a mentoring conference that we had, and burn-out was high on the list. Using the referral is something that we sometimes put to the side that we should really consider. Now, it sometimes doesn't work because you'll say to the student, "Go speak to a counselor, or go to this and this," and they'll say, "Well, that person wasn't very nice, or I didn't feel comfortable talking to that person; the vibe wasn't there." I decided to build relationships with other people in different areas so that I can have a point contact to say, "Go and see this person. They have a name and a number." I think it makes the transition a little smoother. Even for tutoring, I'll say, "Go to the LRC." "Well I don't like the tutors." Well I'll say, "This person is tutoring. He's a former student of mine and he understands the stuff." So they'll know to go and look for that person, and I think in building relationship – I know somebody mentioned here that sometimes on the campuses, faculty do not have that relationship – but I think that's a good thing to consider, the referral system so you can avoid burn-out. Also asking the question, "What is it you want from me," and also I think the parameters are good. I'm going to stop here.

Tracy Hall (Sullivan County Community College): I think we're all focusing on the extended stay, and basically going further out into the community, and I think as an administrator, that's what I really try to do in the mentoring I do with my students that I focus on. My mentoring was really small last year, and we've expanded our green technology program at the college, and this year it's probably up to about 20 students that I see on an ongoing basis with all the technology we're doing. But what I try to do as much as possible is to develop that community contact so they do have a person, and if any contacts are available on an ongoing basis on campus, that if an engineer, or a designer, or someone who relates to their curriculum or their program, basically that's what I try to tie together. I make a fit as much as possible. And the students are only there for a short period; they're only there for two years, and I find that in the first year, I'll come into the classroom as an administrator and give them an old review of what we're doing, but you find out then who's really geared up and who's ready to really make the move to focusing on their career, and who really wants to make the next move and meet people in the community. But that's really the way that you can establish some good relationships for them.

Terry Hall (Mount St. Mary College): I find mentoring as something that makes you step outside yourself a little bit, because you really have to look at who you are, and the relationship that you make with students when you teach. And I think when you first start, you're so busy trying to find yourself on campus and where you fit in that it takes a little while for you to realize students need you, and you have to step outside yourself and give to them. And when you do that, the one thing that happens that's always a surprise, is that they tell their friends, and then the next thing you know, you have more people coming in. And people will knock on your door very shyly and say, "Well Mrs. Smith is really my advisor, but could I switch? And will that create any problems for you?" So one of the things we all do in our department, which I think is wonderful, is we tell students, "You are welcome to go with whomever you like, and we're used to that, and that's fine. The same way you're asking me, someone may ask them." So we make it comfortable for them to make the shift.

The other thing that I've noticed about students who need mentoring and don't come forward, is if you lend yourself to them when you're out in the field. We have embedded fieldwork. We take them into the local public schools and they work one on one with students. When they're doing that, I make rounds and I go around to see how everyone is doing. I always start with the positive, what they're really doing well, and then I say, "I am available to show you some additional techniques," to whatever it is they're doing with the students, whether it's literacy, whether it's a science method, and I find that through the work, it starts a discussion that opens up the personal relationship. Mentoring just means different things to different people, and it's a conversation, it's an invitation, it's a way that it becomes that without formally announcing it, because some people are put off by announcing what it's supposed to be.

Now what I find is students are calling me for references, employers of our graduates are now coming back, and they have brothers and sisters coming into the school who walk in. And it takes a little time to develop this, and that's another thing, you know, that you need to find your footing as a mentor. It also helps if the clubs in the colleges repeatedly invite others to come in, and do it slowly. Very often, people are so over-extended that if they hear there's one more thing they have to do, they're like, "Ugh, no!" But if you say, "You know what, can you come one night in the winter semester to share at one of our club meetings?" People are more likely to give you one night, and then what happens is, they get hooked in by students, and they become mentors. So it's little itty-bitty steps, it's looking at, it's like that web that we weave. Mentoring is a wonderful thing. It saves a lot of students; it confirms students who have the ability to mentor others. And I've been enjoying it; I've been doing it in small steps, because it didn't come easy to me, and now it's getting easier. So reach out!

Dr Smirnova: I want to pick up what Terry said about clubs. I think our own society, Kappa Delta Pi, became a mentoring program for students. I'm a counselor, and getting back to your question about quality of mentoring, it's either in person or online. What happened, we're mentoring them because students, teachers are our leaders, and through honor society, we really develop their skills and leadership. When I start, when we elect leaders, officers, I usually invite them home; my husband can attest. I have a Russian dinner, and through that program we have icebreakers and students learn how to create community, and then after that students teach, and we have a mentorship program among the officers, and we have mentor president, mentor officers, treasurer, or historian or webmaster and so on and so forth, and then students teach other. They mentor in leadership, and after that, I only connect with students, giving them advice online, through website, giving them advice how to invite our guest speakers. And we have mock interviews, we have so many events that really help students be prepared for their future

profession. And also, as I heard, Kevin, from your institution, that you don't require advisement. In our program, every professor has almost 40 undergraduate advisees or 40 graduate advisees, and it's forced. Actually students are not allowed to sign up for courses until they have met with their advisor. And by doing that, we're really mentoring them through the program and helping them making the right, wise choices, and that way create really good relationships with our students, and they come to us to really get a good piece of advice.

(Another Dillard University woman):...from my colleagues back home, where you're at a university where advising is required, where you have to do student advising, their perception is, "Oh that's the mentoring." But the reality is, if the student only comes to you twice a year, then maybe in the summer, is that really mentoring? And that's the argument that a lot of us have, that it really isn't mentoring, it's advising to get them the proper curriculum for four years, but it's not that mentoring they need, holistic.

Dr Smirnova: Yes, but this real connection happens and you become a mentor.

(Dillard University woman again): Yeah, *if* it does.

Dr. Kupperman: That ties directly into my area. I'm Janet Kupperman, I'm the chair of the curriculum department at Clark Atlanta University, it's a historically African-American institution of about 4,300 students. I've been there since '92, chair of the curriculum department since 2003, and I see academic advisement as a potential for an excellent venue for mentoring. It's kind of an entrée, and at Clark Atlanta, we tell students from the time they come to the institution that they're entitled to at least three advisement sessions. Of course they tend not to take advantage of that, and they rely on the pre-registration for courses. We do require the signature in order for students to pre-register, and they really rely on that as *the* advisement session. It's particularly important in the school of education for students to be accurately advised because we mandate that they pass Praxis 1 - it's now a different name in Georgia, but that name may be more familiar to some of you - before they take their junior and senior year education classes. So they really need to be mentored. So I was - although of course I've encouraged students to come to me more often than once - my tool or technique was to try to find a way to pack more into that advisement session. So I put the required web registration form, I created that document electronically, I required students to make appointments ahead of time so I can look at transcripts ahead of time, I can prepare a draft of the courses that they need, I can add to that document standard information that students need to be reminded of, like what to do in case they take a course outside the university. I can prepare a whole sheet or more of advisement information that I know that they need, and that way I can use the advisement session efficiently to get into the mentoring part, and that has helped significantly, I think, for me to enhance the quality of advisement and permit me to get into the mentoring. And I think it works well, even though I don't look like my students. Students resist being assigned to their advisors once they're admitted to the school of education, and they whine and beg to keep coming back to me, because they know that I'll listen, and that I make time for them, and that I'm available, and they know that they quality of advisement, that they've got something in their hands afterwards.

Dr. Edelstein: I'm Mike Edelstein from Ramapo College, and I think we're talking about mentoring in different contexts, and they're all important, so there's no component of mentoring that isn't essential to the overall functioning of a institution of higher education. The one distinction I want to make is between mentoring to help students actually succeed in actually becoming college students where you have first-year programs, etc. And you have supports to get people to stay in college, and deal with whatever issues are going on

in their lives. You also have advisement as a context which ties into that. I've dealt with those things at great length, but at the same time, I'm particularly interested in mentoring in terms of actually having people deal with other kinds of experiences that are academically related and related to defining the future conditions that people will confront. So just on the first side of mentoring, I want to just mention – we started out at Ramapo using the tutorial system from Oxford, which is really a classical model for mentoring. We now use a first-year experience kind of approach, which is similar to what's been discussed, but the tutorial system from Oxford is really an interesting model that people should pay attention to. I'm sorry we lost it, but we did use it, and I loved it. One of the things we do now on that first side that ties academic work into mentoring with students is that we have a lot of support for faculty to do collaborative research with their students. And that gets into the kind of cross-overs between the kind of academic work that students are doing, and close work with faculty, not around issues or problems the student is having, but around how one actually begins to act within the academic area of interest of the student. So that's kind of a different situation.

I also wanted to tag the notion that came up in the initial presentation, of faculty to faculty mentoring, which I have dealt with. I got a grant about 15 years ago to bring ecologically literacy and sustainability into the broad curriculum of my campus, and that involved actually having to set up a mechanism for a group of faculty to try to work with all the other faculty in the college. Any infusion issue would have similar kinds of challenges, but developing those kinds of pure relationships, particularly among academics, is not an easy thing to do, but it was a very successful exercise and a very gratifying one, so I think that's an important model as well. I just want to spend one second on the challenge that we face as a world, which is that our whole way of operating is not sustainable. And Katrina -- and our Dillard folks have dealt with this in a very direct way -- but I think it's something we need to think about very broadly. What happens in a society where we have climate change as an issue, where we don't know how we're going to feed a dramatically overpopulated world, where there's incredible inequity among people, and injustice, water shortages looming, etc, etc. These are issues that we ourselves haven't dealt with, and at the same time our next generation of students, if they're going to be successful, have to learn in a mode and have to be prepared in a way to really address the kind of changing set of circumstances, and instead of being disempowered by what we've done to them as the next generation, they have to be empowered to actually transform the situation into as good an outcome as possible.

And so I've gotten into this area of work, actually I've been doing it in some form for 35 years, and I just wanted to give one quick example of how to work on this, and we've actually done a lot of things at Ramapo, and I've been involved in a lot of experiments. But last year I did a national conference called "Green Meets Green," that included an expo for having green businesses meet green consumers, it included bringing some of the top people dealing with sustainability to speak on campus, and addressing questions like in New Jersey, where we've been at the forefront of passing a law to bring our greenhouse gas down by 80% by 2050, and 20% by 2020, and how do you actually do that? What's involved in actually mobilizing a society to make those kinds of changes. And I did that conference, I ran the entire event primarily with students, and so I mentored the students into developing the program, developing the conference, running the conference, doing all the outcomes from the conference, and it was as a lot of my experiential work, extremely gratifying experience, but we had a first-rate event, and it was done by students. That's the type of mentoring that as a moral I just want to throw out, because it really empowers students to do stuff that relates to areas where they have to think in terms of the future, where they have to develop skills, where they have to not only become empowered, but be empowered, and act on that empowerment, and get a sense of what success feels like, and how they can

then take things into their own hands in terms of crafting the future. I could go on for hours on this, but I think I've made the key point, and these are a set of challenges for mentoring that don't take away from the other things we're talking about in any way, because if you don't get the students in the door, and through the door, and into the situation, you can't get them further. But at the same time I don't think we can think only about student success being getting them into the situation. We have to figure out how we transform students into transformers themselves to a world that we didn't create, but they have to.

Dr. Marin: We have about two minutes left. Anything else that you would like to add, those of you who... yeah?

Tuesda Roberts (Johnson C. Smith University): Good morning, my name is Tuesda Roberts from Johnson C. Smith University, and my particular context for this conversation is that I serve as an orientation instructor. We have a first-year experience program at Johnson C. Smith, and when we were discussing the idea of technology versus actual face to face time when it comes to mentoring, I have to say that I have pretty much gone with the face to face, because I don't give out my cell phone number, I don't have - I have a Facebook page, but not for them - but we have worked very hard to make sure that the face to face time is quality time. At first at the beginning of the semester, I thought I was really in for hardship, because I serve as a team leader, I'm the orientation instructor, and for that very same block I'm also the Spanish instructor. So I see the same set of students four out of five days a week, and it can be quite overwhelming when you have to add in all the advising and the additional things that are required as being an orientation instructor. But one of the things that I have found to be very useful as an orientation instructor, is at the very beginning, the very first day of class, we discussed standards - what are standards, what are principles? What are your standards? And I feel that as an advisor, but more so as a mentor, we have to instruct our students on introspection. That is something that I don't think they have received a lot of direct instruction in. We can tell them, "Well you need to go to this person," we can refer them out to this person, and eventually they learn the system of the university. They come in not knowing how to work the system, but they eventually learn how to maneuver. Yet still they might not know how to look inside themselves and figure out, "Who am I? What do I stand for? How can I translate that into success in this new academic environment?"

So we had a discussion on what are standards, what are principles, and they had to write a paper on it. Now that paper, it was very insightful, because as a result, by the end of the first week, I had a snapshot of every student in my class. I knew their backgrounds; I knew whose grandfather had died the day they moved into their dorm; I knew who grew up with a father who died when they were eight and who had experienced mentorship in the community to a great extent; I knew who I was dealing with. So when it came to advising meetings and when it came to just seeing their behavior changing in the classroom, because I was also a content instructor, I was able to refer it back to that initial essay. And I think that's one of the things that we as mentors or advisors sometimes lose. It's not about teaching them how to maneuver through the system; that's not the only thing we do. The greatest thing we can do is teach them how to investigate their own beliefs and their own standards, and to be able to maneuver through the system while growing and also being able to carefully articulate who they are. I think that's one of the valuable tools that can endear them to us, is that we take the time to ask, not just, "What do you want to become? What do you want to major in? What type of internship would you like to have?" But, "I want to know about you as a student." And that's something that as an advisor I have had to do, especially because I also serve as their instructor. "Let me speak to you not as your instructor, but let me talk to you as your advisor. Let me put this aside, not as a

student – let me not talk to you as a student right now, but let me just talk to you as a person.” These are the issues that we need to address, and so my context is a little different, it’s not exactly a mentorship, it is more of an advisory role, but it has become a mentorship, because now they come to my office, and they email, and yes they do email, but I find that those type of responses -- they want quick responses And it’s very finite information they want – “Who do I go to? When is this due? How do I do that?” but when they come to my office, I really begin to have a chance to discuss with them the issues, not just the symptoms of the problems, but what is the core issue, and how is this issue affecting them as an individual? Well that would be my contribution – that as a mentor, we have to challenge them to be more introspective and not just manipulators of a system.

Dr. Marin: Two seconds.

(Another woman): Two seconds. You have to find a way to find out what works, and whatever mentoring program or process you have, capture that information so that it becomes part of the systematic process.

Katherine Oldmixon (Huston-Tillotson University): As I’ve said I can’t write and talk at the same time, so I’ve been listening and writing and trying to record everything that you’re saying. But the new best practice in mentoring is villaging, and I think that’s a good way to kind of bring things to closure, because I believe very strongly that no individual can be *the* mentor for a student, for any student, even an individual student.

Committee summary compiled with the assistance of Katherine Oldmixon, Huston-Tillotson University.