

EvCC Mentoring

We are disruptive innovators.

The idea of a mentoring conference at EvCC grew out of an EvCC Delegation visit to a national mentorship conference in Albuquerque, New Mexico. The group was inspired by the workshops, the mystical landscape and a phrase they picked up: Disruptive Innovation. The group returned ready to spread the message of mentoring at EvCC and in Washington State.



Disruptive Innovators

Front row left to right: Chayuda Overby, Tina Evans, Peg Balachowski

Top row left to right: Jeanne Leader, Lynne Munoz, Alanna Yang, Andrea Wells-Edwards, Andre Guzman, Sharon Lewis, Jennifer Howard, Katie Jensen, Azrael Howell.

2:00-2:45 P.M.

Breakout Session IV

Mentoring Preservice Teacher Candidates, GWH 286

Sarita Shukla, Western Washington University

Experiences with regards to mentoring preservice teacher candidates during the final term of student teaching will be shared. What might effective post-lesson conversations look like? Effective conversation that builds preservice teacher efficacy while providing suggestions for improvement is an important element of this mentoring process. The importance of maintaining student self-efficacy while helping student teachers refine their art will be emphasized.

Mentorship for Faculty of Color, GWH 266

Sachi Horback and Daniel Suh, Pierce College

Research has evidenced the need for mentorship for our faculty of color, citing the many institutional barriers to success and retention, as well as the resulting accumulated stress for our faculty of color. This session will explore the need for mentorship in greater depth and encourage participants to consider the needed action that exists.

Practices of Promise: Developing Power Mentor Relationships across Campus, GWH 270

Peg Balachowski, Everett Community College

What makes Everett Community College a great place to work? The Practices of Promise are helping to attract and retain great employees. Mentoring is seen as an investment in the retention and growth of great employees and has become an institutional priority. We believe that the implementation of our 4 new mentoring programs has helped to eliminate or reduce the isolation that new employees feel, and will help frame the employee's professional journey. Even in a climate of drastically reduced budgets, investing in mentoring programs is an idea that makes sense. Common themes across all 4 practices include: building a positive campus community, improving employee morale, creating a career vision, and preserving best practices.

Mentoring Students to Help Manage Their Test Anxiety, GWH 278

Andrea Levy, Seattle Central College

Research has shown that student persistence is positively affected when they believe that the instructor cares. When students understand that stress is preventing them from demonstrating their understanding know how to control that stress, they will perform better on tests and be more open to the learning environment. This presentation provides faculty with practical methods for mentoring and empowering students to manage their stress by identifying when stress is an issue.

Closing 3:00-3:30 P.M.

Keynote speaker, Lillie Ben, will close the conference with final ideas about how and what it takes to secure and sustain a mentoring relationship.

Forget to complete a paper evaluation in a session? Check the evaluation on the free conference app on Events XD! Search for EvCC Mentoring Conference.

We hope you will join us next year when we will host the next EvCC Mentoring Conference!



Mentoring the mentors: a program to prepare and support mentors in the Leadership Academy, GWH 268**Alanna Yang, Everett Community College**

Everett Community College offers the Leadership Academy program to all employees. An in-house professional development initiative, it is designed for employees seeking to increase their leadership skills and visibility. One of the major aspects of the program is a group project, in which each team designs and completes a project to positively influence and impact the college. Mentors have been assigned yearly to teams, but without much guidance. In 2014 – 2015, it was established that a mentor to the mentor was needed to support the mentors as they guided their teams. This presentation will explore the need for mentoring our mentors and providing continued support to those in mentoring roles.

Mentoring New Adjunct Faculty to Improve Instruction and Increase Student Success, GWH 286**Tina Evans, Lynne Munoz and Andrea Wells-Edwards, Everett Community College**

At Everett Community College (EvCC), we have implemented a successful mentoring program for new Adjunct Faculty. In our third year of a five-year federal grant, we have valuable lessons to share. Our program pairs experienced faculty mentors with new Adjuncts in their first quarter at EvCC. We offer new ideas and best practices for successful developmental relationships. In building an online Canvas course to deliver relevant module content, we introduce new faculty to our campus culture within the platform that they will actually be using to convey instruction. The duration of the formal program is one quarter, but the relationships formed have proven to last for years!

Youth Voice and Engagement in Education, GWH 266**Juergen Kneifel, Everett Community College**

Youth Voice and Engagement is an emerging body of understanding that links positive youth development and leadership opportunities with youth that are able to express, share and participate in decision-making with adults and/or peers. Youth are encouraged to have a voice, and by exercising their voice, they'll be able to make a difference in their community. The purpose of this workshop is to identify the relationship and potential opportunities of Youth Voice within education and to explore emerging best practices. Mentoring by caring educators often provides the spark to ignite a youth's interest and imagination. This workshop will identify intentional classroom strategies for promoting Youth Voice and Engagement.

Panel Discussion: Mentor/Protégé, GWH 270**Peg Balachowski, Jason Smith, Rose Gonzales, Eugene McAvoy, Dan Murphy, Jennifer Rhodes and Stacy Siler, Everett Community College**

After a brief introduction of how these mentor/protégé matches are made, panelists will each discuss their experiences, professional and personal, and highlight some of the insights of a mentoring relationship.

I hear you, I support you, I've got your back! GWH 278**Azrael Howell, Everett Community College**

PROPELS Student Mentors support, equip and inspire each other, in order to become successful students. We understand that college is not easy, and we believe that the keys to student success are students-helping-students while making connections with others, having access to resources, building communities, engaging in campus activities, and believing in one another. In this workshop we will be discussing the student mentoring model here at EvCC, its challenges and successes, and what the future of student mentoring will look like on our campus.

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves. ~ Steven Spielberg

Keynote Speaker

Lillie Ben



They start with the 'words'...the definitions...and finish with success! How? The answer lies in knowing the definitions and recognizing how these lay-out the recipe for success. Otherwise, without standardized definitions, how else will you know how to do what you do if you cannot clearly define what it is that you do regarding the mentoring relationship?

When the process is properly pulled-through, mentorship is a technique that GUARANTEES success for the mentoring participants. 'Properly' is the key—it's about understanding how and what it takes to secure and sustain the value-add of a beautiful relationship whereby successful individuals attribute their success from mentorships that are based on the foundation of successful rapport-building practices.

At her financial planning firm and for nearly two decades, Lillie Ben (MSFS, MBA, MS) has been a licensed financial adviser and wealth strategist who educates people and especially women on the financial decision-making process. Recently, she established her second firm, *BenMentored LLC*, as the result of numerous requests from professional women to mentor them on strengthening their confidence and competence. Lillie has volunteered as the Executive Director of a women's national Asian Organization, as a board member of the Cancer League of Colorado, and as a board member and Chair of fundraising for Colorado's Ethics and Business Alliance. She is CEO and President of the *Women Warrior Project*, a nonprofit that educates and mentors women in the armed services on financial literacy to empower them towards a lifetime of financial safety, security and peace of mind. In the School of Applied Management and Decision Science at Walden University, Lillie is completing her Ph.D. dissertation research focused on best practices for gender mentoring psychology.

She can be contacted at lben@benmentored.com or at 720. 808. 7787.

8:00-10:00 A.M.

Jackson Center Wilderness Room 101

8:00 – 9:00 **REGISTRATION** – Jackson Center Lobby
Networking opportunities, light breakfast

9:00 – 9:15 **WELCOME AND INTRODUCTIONS** – Jackson Center Wilderness Room 101
Dr. John Olson, *Vice President of College Advancement and Executive Director of the EvCC Foundation*
Jeanne Leader, *Dean of Arts and Learning Resources*

9:15 – 9:45 **KEYNOTE ADDRESS** – Lillie Ben
Smart Mentors and Smart Protégés Always Finish First

10:00-10:45 A.M.

Breakout Session I

Peer Mentoring: Teaching Autism Cultural Competence, GWH 268

Sara Gardner and Ana Blackstad, Bellevue College

Based on a successful access support program, now in its fifth year and serving over 100 students, this presentation provides an overview of the social and diversity models of disability as it relates to college students on the Autism Spectrum. The Autism Spectrum Navigators (ASN) program at Bellevue College in Washington State has shown improved outcomes in GPA, course completion and retention for cohort students, as well as improvement in soft skills. In addition, peer mentors are taught autism cultural competence so that they can work effectively with their autistic peers, and, take these skills into their future careers. Presenters will share their experiences and research in this workshop with a focus on Best Practices for working with autistic college students in the peer mentor model, including strength-based growth models, and collaborative problem solving. Implementation of college-appropriate communication and Executive Functioning supports will also be discussed.

Strangers in Higher Education: Mentoring Issues for Staff and Faculty of Color, GWH 286

Sayami Irely, Ph. D., Bellevue College

What is mentoring? What is a role model? Having mentors/role models are one of the critical success components for one's personal and professional development, and it is especially important for staff and faculty of color who are constantly navigating through various layers of oppression. In this interactive workshop, participants will learn the most recent research and practical skills about mentoring, and identity mentors and role models in their workplace and beyond. Furthermore, participants will learn how to best utilize mentors and role models.

Gandalf & Gus, Laura & Leaphorn: Powerful Self Mentoring through Reading, GWH 266

Jeanne Leader, Everett Community College

It's fair to say that an entire generation of readers look to Albus Dumbledore from the Harry Potter books for personal guidance! Characters from books can exert a strong influence on our development, especially in the formative years. In this interactive session, participants will explore what mentors they have chosen from the literary realm and how to benefit even more from these relationships through self-reflection. Examples of these mentors, from children's books through contemporary literature, will be featured.

Avoiding Tears, Turmoil, and at Least One Lawsuit, GWH 270

Jennifer Howard, Everett Community College

Mentoring is a fabulous experience, except when it's not. In this session, learn some specific start up structures that will help you avoid mentoring tears and turmoil. This session will help you learn from the mistakes of others who've already had the lawsuit you will avoid.

11:00-11:45 A.M.

Breakout Session II

Intellectual Mentorship as Shared Inquiry and Learning, GWH 268

Jason Pfau, Cascadia College

In 1976, Mortimer J. Adler, an American educator, composed an essay entitled, "Teaching, Learning, and Their Counterparts." In his essay, Adler described good teaching and learning as a collaborative art; wherein the teacher assists the inquiring mind of the learner to give birth to knowledge. Can Adler's concept of teaching and learning be accurately and effectively applied to intellectual mentorship? In this workshop participants will discuss the notion of intellectual mentorship as a cooperative art and develop questions that can be used to practice intellectual mentorship as a cooperative art.

Mentoring as Disruptive Innovation, GWH 286

Chayuda Overby and Katie Jensen, Everett Community College

Mentoring is happening all over the EvCC campus. Learn what is already happening as our great innovation, how EvCC cultivates the Mentoring Culture, and how it can help you as an instructor or staff member to incorporate this concept to your institution. Be part of the future mentoring efforts that will "disruptively innovate" your campus.

Mentoring Campus Leaders, GWH 266

Patrick Sisneros and Jeanne Leader, Everett Community College

EvCC's Leadership Academy was established in 2007 as a professional development program for employees in all types of positions with the goal of providing a personal and supportive experience for the enhancement of skills with specific emphasis on leadership practices, working styles, diversity, communication, group dynamics, design thinking, change management and conflict resolution. This session will explore the structure of this group mentor approach as well as share the results from nearly a decade of work.

Critical Reflection and Dialogue: Key Components in Mentoring Adult Learners, GWH 270

Sam May-Varas, Clark College

Adult learners enter community college with numerous experiences that may impact success. By engaging students in examining these experiences, educators can promote critical reflection and dialogue which may influence future decisions. This model is based on Jack Mezirow's Transformative Learning Theory. In this interactive session, participants will engage in an active learning strategy focused on encouraging critical reflection and dialogue which is the basis for ongoing mentoring of non-traditional adult learners returning to pursue post-secondary education.

Being Your Own Mentor: Practical Strategies for Faculty, GWH 278

Jennifer Whetham, State Board of Community and Technical Colleges

The evolving faculty role is fraught with pressures: researchers note the "toll that career demands take on faculty, their health, and their social networks" (Astin, Astin, and Lindholm, 2011). However, a recent study by the Chronicle of Higher Education suggests that the biggest stressors for faculty may come from within, and could be caused "by professors' unrealistic perceptions or by their limited ability to set and carry out goals" (Robison, 2013). Participants will experiment with tools to increase their own productivity and satisfaction in areas over which they have control, and leave with a pathway for transformative self-mentoring.

12:00-1:00 P.M. Lunch and Table Topics

Jackson Center Wilderness Room 101

Table topics include: Student Mentoring, Group Mentoring, Community College Mentoring and Faculty Mentoring. Look for room announcements at lunch.



The Nippon Business Institute Nishiyama Japanese Garden is open for reflection and walking.