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# Connect

*Official Magazine of the IMA*

*mentoringassociation.org*

*The ultimate resource for development of human potential through mentoring*

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Special Edition

2019 Conference  
Review

March 11 & 12, 2019

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### President's Message

**Dr. Nancy Phenis-Bourke**



As IMA President, I am pleased at the enthusiasm and education shared at 2019 International Mentoring Association Conference, University of Florida during March. The possibilities and potential for IMA have grown beyond my expectations! We have opened doors and established networks among the conference attendees! I thank the team members who placed many hours of their time in planning and making the conference a huge success!



INTERNATIONAL  
MENTORING  ASSOCIATION  
Best Practices for Individuals & Organizations

Special Thanks to our Conference  
Committee and  
Co-Chairs



Andrea Engler



Donna Augustine-Shaw

- Nancy Bourke
- Carol Riley
- Linda Searby
- Laura Lunsford
- Marsha Carr
- Catherine Gorman
- Allison McWilliams
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- Miriam Witmer
- Kathy Hollywood
- Roger Fillingim
- Mark Minglin
- Randy Kohlenberg
- Robert Garvey



Wendy Gluckman  
IMA Executive Coordinator



## Upcoming Webinars

### The Mentoring and Coaching Way in Leadership

Friday, June 28, 2019- 2:00pm EST- 3:00pm EST

*Rooted in the humanistic discourse, the coaching and mentoring way is about taking people seriously; involving people; enabling participation and autonomy; listening and sharing; valuing difference in its many forms. The coaching and mentoring way offers an opportunity for change and innovation in performance, thinking and behavior. It is a celebration of what it is to be human.*

**PRESENTER:** Dr. Robert Garvey, York St. John University, UK, Founding Member of the European Mentoring and Coaching Council (EMCC), Managing Partner of the Lio Partnership

**Register here:**

[REGISTER HERE FOR THE JUNE WEBINAR](#)

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IMA will offer a series of three webinars presented by Virginia McGowan PhD, a subject-matter expert on mentoring and the proprietor of The Business Mentoring Solution, a mentoring-focused enterprise. The webinars' content is based on her recent book, *Harness the Power of Mentoring; How to Find and Work with the Right Mentor—A Guide for the Solopreneur*. Virginia is a graduate of the University of Toronto.

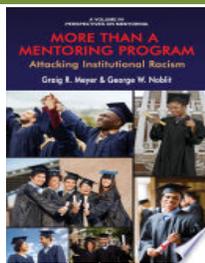
Upon completion and involvement in the three professional development webinars, attendees will receive an **IMA Certificate**.

Webinar 1 - Thursday, September 5 - 11:00 am EST – 12:00 pm EST **Prepare for it! How to get ready to be mentored**

Webinar 2 - Thursday, September 19 - 11:00 am EST – 12:00 pm EST **Work it! How to work with your mentor**

Webinar 3 - Thursday, October 3 - 11:00 am EST – 12:00 pm EST **Be it! How to know when it is time to be that mentor**

**FOR MORE INFORMATION:** Please contact us for information on registering for a webinar or becoming an IMA Professional Webinar presenter. Carol Riley, IMA Webinar Administrator, [Criley919@yahoo.com](mailto:Criley919@yahoo.com)



# More Than a Mentoring Program: Attacking Institutional Racism

By Graig R. Meyer and George W. Noblit

A Volume in Mentoring Perspectives

Series Editor: Frances K. Kochan Information Age Publishing, Inc. (2018)

**REVIEWED BY Aneta H. Walker, PhD, Assistant Professor of Teacher Education and Educational Leadership, University of West Florida**

*More Than a Mentoring Program: Attacking Institutional Racism* is the ninth volume in a series within *Mentoring Perspectives*. The volume discusses a Blue Ribbon Mentor-Advocate program (BRMA), which embarked on a journey to combat institutional racism and lack of racial equity through a hybrid school-community mentoring model. BRMA was conceptualized from a commissioned Blue Ribbon Task Force by the Chapel Hill-Carrboro School Board as an educational reform and best practice for improving African American student achievement. The authors, Meyer and Noblit (2018) describe the core concepts within the book by providing unique personal experiences and reflections across 20+ years of active program involvement. This style of presentation engages the reader in a prolific journey from the 1993 inception of BRMA through the challenges of continuous program improvement.

The opening chapter, “More than a mentoring program,” begins with Graig Meyer’s tumultuous personal story from his arrival at BRMA in 1998. Systemic advocacy, which portrays the basis of African American collectivism, and tackling institutional racism, became focal points for BRMA through the influential work of Glen Singleton. When the dominant narrative in our society continually supports inequality and marginalization, a counter narrative is necessary for people to understand, navigate, and change that system. Meyer’s goal for this book is to establish the need for a counter narrative when dealing with issues surrounding systemic inequality. He suggests, “you cannot address a racially identifiable problem such as the achievement gap without talking directly and consistently about race” (Meyer & Noblit, 2018, p. 10).

Chapter 2 opens with a powerful scenario illuminating the impact a mentoring relationship has on the identified student, mentor, and community as a whole. BRMA is a comprehensive support program for students beginning in grade 4 through postsecondary education. Identifying the strengths of students and matching those of the mentors for longitudinal success is the vital component of the program. Core components of mentoring, advocacy, and family engagement are the foundation of BRMA. However, the program moves beyond individual student support by employing strategies that involve systemic advocacy and family engagement. The signature success for BRMA is the mentor match; however, student supports are enhanced through an academic component, social and cultural enrichment, college and career exposure, and leadership development. Lastly, promoting program engagement is a vital factor for BRMA to counter the greatest dilemma of dismissing students from the program.

The BRMA model requires a two-year commitment from selected mentors. During this two-year span, BRMA invests in the development and support for the mentor through an intensive pre-service orientation, continued focused trainings, and coaching mentors in relationship building that lasts up to two full years. In addition, all mentors use weekly online reflection logs that are read and responded to by the program staff. Students receive training to learn about what it means to be and to have a mentor. To further assist students and mentors, the BRMA staff is well trained in handling and responding to specific needs of students that are outside the realm of mentoring responsibilities.

Continued on page 4

Going beyond the mentoring program, the ideas discussed in chapter 4 address how to enhance the effects of mentoring. To accomplish this goal, BRMA developed a set of “enrichment components” to expand program impact and broaden the scope of the mentor’s work past the idea of cultural assimilation (Meyer & Noblit, 2018, pp.39-40). Academic support is conducted through two types of tutoring. To increase social and cultural awareness, the annual calendar events have monthly scheduled activities for students. These activities range from athletic venues, art, performances, or visiting historical sites. Leadership development is experienced through the Youth Leadership Institute program, and the annual participation summit is a celebration and planning event for all staff, students, family members and mentors. This event can be described as a combination of pep rally, community education, and match check-in that serves as a self-assessment that gauges student, parent, and mentor participation.

“Don’t be a statistic” (Meyer & Noblit, 2018, p. 60) is the powerful saying at the center of conversation in chapter 5 concerning marginalized students being subjected to institutional racism. As a proclaimed antiracist program, BRMA has taken on significant strategies to supplement what mentors do to help students of color navigate social systems. One such program to support the development of a student’s racial identity is “Seeking the Self” summer camp and year-round programming. The conceptual model of the program was created using Noblit’s 2009 research in which he used the critical race theory (CRT) and research on the impact of arts education. The BRMA staff created a curriculum that teaches the fundamentals of CRT through arts-based programming. In addition, professional development was designed for educators to help support students with their racial identity and guidance around addressing the counter narrative to counter institutional racism.

In chapter 6, Meyer discusses the efforts BRMA took to remain student-centered. By sharing personal stories of impact, the BRMA illustrates how they attacked institutional racism on a systemic level.

One of the most powerful strategies to improve system advocacy that BRMA implemented was the Students’ Six. The Students’ Six was a plethora of professional development strategies to help teachers become culturally competent in the classroom.

What made this so powerful was the fact that students were teaching teachers how to teach. Students’ Six strategies revolved around the following: visibility, proximity, connecting to students’ lives, engaging students’ culture, addressing race, and connection to future selves (Meyer & Noblit, 2018, p. 96).

Whereas Chapter 8 discusses “Leadership and Staffing,” program evaluation and continuous improvement are the framework of Chapter 9. Meyer (2018) contends that BRMA established a culture of continuous improvement through the deliberate engagement of the staff in all areas of the program. Meyers reminds the reader not only is selecting, training, and supporting mentors an important part of program success, but the mentor-mentee match is at the core of BRMA’s efforts to be strengths-based for youth mentoring.

The well-documented impacts of the Blue Ribbon Mentor-Advocate paradigm are impressive. The framework the BRMA has established and transformed the field of youth mentoring in important ways, especially the focused attention on how race and institutional racism affect the student outcomes. Chapter 10 acknowledges the fact that even though the program has experienced great success, there is still much to do to conquer institutional racism and provide systemic change for marginalized groups. *More Than a Mentoring Program: Attacking Institutional Racism* forces the reader to realize that refusing to address policies and procedures perpetuate systemic racism. Clearly, educators, especially in K-12 settings, must begin to have candid conversations about the impacts institutional racism have on our students and where we begin to address racism. The story behind the Blue Ribbon Mentor-Advocate program is compelling and full of promising insights for schools desiring change through youth mentoring and student advocacy.



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Congratulations to our 2019  
Dissertation Award Recipient

Dr. Laura Johnson Hercula

Dear IMA,

I am extremely honored to have received the Dr. Hope Richardson Memorial Dissertation Award. I am also grateful that you provided me with the opportunity to attend the IMA conference at the University of Florida. I thoroughly enjoyed the conference. The opportunity to network was priceless and I came away with numerous ideas about how to improve the faculty mentoring program that I am involved with. My favorite part about the experience was the rare opportunity to be surrounded by people who all believe in the power of mentoring and share a passion for it. I was also impressed by how professional and welcoming the IMA board members were. IMA is an organization that I am excited to be a part of. Thank you again for the award and I look forward to the next conference.

Respectfully

Laura J. Hercula

M.S. Mathematics,

Ed.D. Educational Leadership and Administration

Mathematics/Statistics Instructor

Lead Faculty Mentor

Coastal Carolina Community College

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## Featured IMA Conference Sessions



Mary Rockwood Lane, Karen  
White Trevino, Carol Radford

### **Self-Care for Mentors**

**Presenters: Carol Radford & Mary Rockwood Lane**

More than 20 participants attended this session to learn how they can include self-care in their mentoring programs. Being a mentor is time-consuming and can sometimes be an overwhelming task. Some mentors have shared that mentoring can even be a stressful experience. In this session, participants learned a mentoring meditation where they acknowledged their strengths and what they bring to their mentoring programs. They also created art to reveal their inner critics and understand how they might be adding stress to their lives. A Mindful Mentoring tool was introduced as a way to integrate values into mentoring conversations. The session ended with using our "common sense(s)" and essential oils to bring more joy and calm into our hectic lives. We all learned that self-care is not selfish.

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# A Collage of Conference Highlights

## Welcoming our International Members



## Special Thanks to our Sponsors and Vendors



*Poster Winners: From Day One to Day Done! Sharing STARS Stories for Support Throughout the Journey*

*Please check out our website [www.mentoringassociation.org](http://www.mentoringassociation.org)*

*for more pictures*

## Want to publish in our Connect Magazine?



Contact our Editors:  
Catherine A. Gorman, M.A.  
and  
Miriam M. Witmer, PhD



We invite you to submit articles to our peer-reviewed magazine.

Upcoming issue:

Submit by August 20, 2019

Publication October 2019

Send articles to:

Catherine.Gorman@fsw.edu

If you are interested in becoming a peer-reviewer, please email us.

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### Upcoming Webinars Continued... OCTOBER 2019

Thursday, October 24, 2019 - 1:00 pm – 1:45 pm EST

***Harness the Power of Mentoring to Earn Tenure and Promotion in Higher Education***

**PRESENTER:** Dr. Linda Searby

Associate Clinical Professor, School of Human Development & Organizational Studies in Education

College of Education, University of Florida

The tenure and promotion process in higher education can be daunting and stressful. Finding a mentor (or multiple mentors) is an important element for success in this endeavor. In this webinar, learn how to advocate for yourself in the process, how to choose mentors, and how to be a great protégé-colleague in order to prepare yourself to earn tenure and promotion. The presenter, Dr. Linda Searby, has earned tenure and promotion at two Research I institutions in her career, and has mentored many junior faculty in the academy. She will offer practical tips, advice, and encouragement for your academic journey.

**Register here:**

**[REGISTER HERE FOR THE OCTOBER WEBINAR](#)**

## Featured Conference Sessions...



### A Fresh Perspective: Youth Mentoring Panel

**Presenters** (from L-R): Zachary Brown, Purdue University, representing Mentoring@Purdue; Nneka Greene, Regent University, representing R.A.C.E. Mentoring Group on Facebook; India White, University of Florida, representing Take Stock in Children; Maylin Vazquez, Millersville University, representing Color of Teaching Mentoring Program; Ciani Figueroa, McCaskey High School, representing Project Teacher Development; and Amanda Pate, University of Florida, Instructional Coaching for Pre-Service Teachers.

Participants shared their various mentoring programs and then answered the following questions: What do you think is the greatest strength and the greatest challenge of your mentoring program? What innovative practices does your mentoring program have? How do you think mentoring programs can better appeal to Millennials, Generation Zers and younger protégés? How does your mentoring program specifically address the needs of your protégés in the program? Why were you drawn to participating in the program? What do you think is the future of mentoring?

From Book Review pg 4

### Series Editor of *Mentoring Perspectives*



**Dr. Frances Kochan,** is a Wayne T. Smith Distinguished Professor Emeritus, College of Education, Auburn University, Auburn Alabama, USA. Her research and publications on mentoring focus on establishing and assessing mentoring relationships and programs, and on the cultural aspects that must be considered in the mentoring process.

Dr. Kochan recently received the University Council on Educational Administration Jay Scribner Mentoring Award for her dedication to mentoring students and faculty and for fostering mentoring initiatives. She is the series editor for *Perspectives in Mentoring* published by Information Age Press and has edited or co-edited 10 books on the topic and numerous articles and book chapters. She is co-editor of the soon 2016 *Sage Handbook on Mentoring* and the soon to be published, *Blackwell Handbook of Mentoring*. Dr. Kochan has served as secretary and as chair of the Mentoring and Mentorship Special Interest Group of the American Education Research Association and on the Executive Board of the International Mentoring Association.

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