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# CONTRIBUTORS

## **Nora Domínguez (Editor & Chapter 2)**

Dr. Nora Domínguez is director of the Mentoring Institute at the University of New Mexico (UNM), a professional consultant for the Office of Diversity at UNM Health Science Center and the School of Medicine (SOM-UNM), assistant professor at the Organization, Information and Learning Sciences Department (OILS-UNM), and president emeritus of the International Mentoring Association (IMA). Domínguez earned her bachelor's degree in accounting from the National Autonomous University of Mexico (UNAM), her MBA from the Autonomous Technological Institute of Mexico (ITAM), and her PhD in organizational learning and instructional technologies from the University of New Mexico (UNM). Nora has more than 25 years of experience developing and implementing financial and organizational learning strategies, holding educational and management positions in banking and higher education institutions, and providing consulting and program evaluation services both in the United States and Mexico. She has served at the American Educational Research Association (AERA) as the chair of the Mentoring and Mentorship Practices Special Interest Group for 3 years. Domínguez is also a member of the Editorial Board of the *International Journal for Mentoring and Coaching* (Emerald, UK); co-author of the book *Mentoring: Perspectivas Teóricas y Prácticas* (2010), co-editor and chapter contributor of *The SAGE Handbook of Mentoring* (2017), chapter contributor of *The Wiley International Handbook of Mentoring* (2020), author of several articles published in peer-reviewed journals, and chief editor of the online journal *The Chronicle of Mentoring and Coaching*.

## **David Law (Editor & Chapters 9, 14)**

Dr. David Law is a human development and family studies professor at Utah State University (USU). He serves as associate director of the USU-Uintah Basin campus. Law earned his bachelor's degree in psychology from USU, his master's degree in marriage and family therapy (MFT) from the University of Wisconsin-Stout, and his PhD in MFT from Brigham Young University. He has published in the fields of marriage and family therapy, family life education, the scholarship of teaching and learning, and mentoring in academia. Law has served as guest editor of the online journal *Family Science Review*. He has received awards for mentoring undergraduate students, recently recognized as the 2021 Emma Eccles Jones College of Education and Human Services Undergraduate Faculty Mentor of the Year. For the past 5 years, Law has overseen the design, implementation, and evaluation of Faculty-to-Student Mentoring Programs for the Uintah Basin campus and the USU statewide campus system.

### **Tamara Thorpe (Podcast Host)**

Tamara is best known as the Millennials Mentor and is a recognized thought-leader in next generation leadership and world-renowned champion for talented Millennial & Gen Z professionals.

She is the founder of Real Mentors Network, a web-based platform that fosters authentic, inclusive, accessible, and intelligent connections for professional mentoring. Tamara believes mentoring is an essential tool and skill for leaders and organizations. She has mentored, coached and trained professionals from across the globe sharing her expertise in leadership development, understanding difference, and intergenerational collaboration. Tamara has a Masters in Leadership and Training from Royal Roads University in British Columbia, Canada and is a published author and researcher. She is a serial entrepreneur, and has taken her business and brand global, training and speaking internationally. She is a seasoned speaker who has delivered presentations across the globe, and an inspiring TEDxABQ talk, sharing the unique and complex journey of entrepreneurship.

### **Rachel Arocho (Chapter 4)**

Rachel Arocho, PhD, CFLE, FHEA, is an assistant professor of family science in the Department of Behavioral Science at Utah Valley University. She received her undergraduate education at the Uintah Basin Regional Campus of Utah State University, where a faculty's generous mentorship led her to want an academic life and helped her achieve it. She received her PhD in human development and family science from The Ohio State University and trained as a postdoctoral scholar at the Carolina Population Center at the University of North Carolina at Chapel Hill before joining the faculty at UVU. Rachel researches multiple aspects of family life, such as family life education, family demography, and teaching and learning, often with undergraduate student mentees. She also mentors other faculty through various programs at UVU and is constantly being mentored herself by peers and more senior faculty, an opportunity she does not take for granted.

### **Arianna Black (Chapter 16)**

Arianna Black is a third-year doctoral student in the educational psychology program in the Department of Educational Studies at The Ohio State University. Arianna studies academic motivation and achievement and is particularly interested in social factors that affect student motivation. She is involved in several research projects pertaining to motivation and also teaches an educational psychology course for pre-service teachers. After graduating, Arianna hopes to obtain a faculty position and continue with both teaching and research. Arianna earned her MA in educational psychology from The Ohio State University in 2020 and her BA in psychology from Colby-Sawyer College in 2013.

### **Don Busenbark (Chapters 7, 9)**

Don Busenbark played football at Brigham Young University and graduated with a degree in mathematics education in 1989. He started teaching high school mathematics and coaching football in Roosevelt, Utah in 1990. In 2003, he began as an adjunct faculty for USU teaching mathematics. He earned a master's degree in secondary education with a math emphasis from USU in 2005. He earned a second master's degree in mathematics education from Western Governor's University in 2010. He completed an education specialist degree in mathematics education and leadership from USU in 2019. In 2017, Don was hired as a full-time lecturer for the Department of Mathematics and Statistics at USU for the Uintah Basin Campus. Don was made chair of the mentoring program in 2017 and then helped with implementing the program to other statewide campuses. Don is passionate about mentoring and serves as both a mentor and mentoring program committee leader.

### **Monica Castañeda-Kessel (Chapter 15)**

Grant writer, researcher, and consultant, Monica Castañeda-Kessel, EdD, has expertise in grant-development funding strategies and identification as well as program implementation. Mentoring has been a lifelong interest for Dr. Castañeda-Kessel because of its connection to early-career faculty grant development and professional development. She has shared her skills for over 15 years with industry and academia. Her primary funding domains are engineering, healthcare, and education. She has been funded by multiple federal, state, and nonprofit organizations. Recent examples of her work with faculty include projects that support Hispanic-Serving Institutions (HSIs), people with disabilities, LGBTQ+ in engineering, veterans, and industry internship pathways. Castañeda-Kessel has served as a project manager for a large federal grant serving over 2,200 minority and/or disadvantaged participants in healthcare careers. In addition, she has participated as a federal, state, and local reviewer. Dr. Castañeda-Kessel is the grant development manager for the Utah State University College of Engineering.

### **Dawn E. Chanland (Chapter 27)**

Dr. Dawn E. Chanland (formerly Chandler) is a professor of management and organizational behavior at the McColl School of Business at Queens University of Charlotte. Dawn has over 30 years of business, consulting, coaching, and academic experience and 12 teaching and research awards since the beginning of her academic career. Her research contributions, centering on mentoring and coaching, have been featured in several popular press outlets, including but not limited to *Wall Street Journal* (“How to Be a Smart Protégé” and “When Mentoring Goes Bad”), *New York Times*, *Los Angeles Times*, *Forbes*, *AOL*, *CareerBuilder*, and *MSN*. Dawn has also published in top academic journals, such as *Academy of Management Annals*, *Journal of Management*, *Journal of Organizational Behavior*, *Journal of Vocational Behavior*, and *Career Development International*.

### **Mike Christiansen (Chapter 7)**

Born and raised in Northern Utah, Dr. Mike Christiansen earned a bachelor’s degree in chemistry from Utah State University in 2004 and a PhD in organic chemistry from Brigham Young University in 2010. He did postdoctoral research at Colorado State University until 2011 and then became a full-time faculty member at USU’s Uintah Basin Campus, where he currently teaches general, organic, and biochemistry lecture and lab courses. Mike’s enthusiasm for mentoring has been an integral part of his 18-year career in higher education and university research. He accordingly served for 2 years as a member of the USU Uintah Basin Mentoring Committee and was then asked to chair that committee in 2019. In this role, Mike continues to serve and support faculty as they mentor and guide students through their university educations and post-university careers.

### **Dionne Clabaugh (Chapters 11, 12)**

Dionne Clabaugh, EdD, is a human development specialist who designs engaging curriculum and professional learning for deep learning and far transfer. After teaching in higher education for nearly 30 years, she also consults in mentoring and instructional design. She developed a faculty peer mentoring program, the Resiliency Bridge™, and the Human Learning System™ instructional framework. She authors professional learning for faculty mentoring, and K–12 compliance and curriculum. For 40 years she has taught across the lifespan, including youth music and scouting, parent education, board members, and educators. Dr. Dionne believes that effective mentoring happens through autonomous engaged relationships where people are invested in each other's growth. Dr. Dionne facilitates learning via high-impact, autonomy-supportive, engaging strategies. Her degrees in music therapy, organization development, learning and instruction (University of San Francisco), and social innovation (University for Peace, Costa Rica) yield an interdisciplinary approach to human development through educational equity.

### **Kathleen M. Cowin (Chapter 20)**

Kathleen M. Cowin, EdD, is an associate professor (career track) of educational leadership at Washington State University Tri-Cities, where she teaches, mentors, and co-mentors aspiring PK–12 school leaders. Her research focuses on the development of effective relational co-mentoring practices for PK–12 educational leader formation and the creation of co-mentoring circles among current and former educational leadership students. Kathleen served as a teacher and elementary and middle school principal for over 25 years and also completed her superintendent certification. Kathleen is the past chair of the American Educational Research Association Mentorship and Mentoring Practices Special Interest Group, and in 2020 she was selected as a member of the Washington State University President's Teaching Academy.

### **Jamie Crites (Chapter 8)**

Dr. Jamie Crites is currently the people analytics coordinator at Weyerhaeuser, where she serves on multiple teams aimed at fully integrating mentoring throughout the organization. She previously served as the Operations Lead at the Center for Mentoring Excellence under the mentorship of Lisa Fain. She recently earned her PhD from the Seattle Pacific University Industrial-Organizational Psychology program. During her time in the program, she led the formal mentoring program to pair current students with alumni. Her research centers around mentoring, diversity, equity, and inclusion to better understand how mentoring can better serve minority populations.

### **Greg Dart (Chapter 6)**

Greg Dart is a chief campus administrator and senior associate vice president of Utah State University Eastern, a comprehensive regional college within the Utah State University statewide system. Before his time in his current role, Dart was a vice chancellor for Enrollment Management and Student Affairs at Utah State Eastern. Prior to that, Dart served as vice president for Student Services at Zane State College, an associate professor of journalism and communication, and in director roles at other institutions. Dart has split his time primarily between Utah and Alaska. Before coming to higher education, he served in various political, advertising, news media, and public relations positions. Dart received his associate's degree from Snow College, his bachelor's degree from the University of Alaska-Anchorage, his master's degree from Utah State University, and recently finished his doctoral coursework at Northeastern University in Boston. Dart's primary academic research has been on how student motivation impacts persistence.

### **Susan Duffy (Chapter 28)**

Dr. Susan Duffy is an associate provost for transformational learning and partnerships at Wentworth Institute of Technology, and former executive director of CWEL at Babson College. She earned her PhD from the George Washington University (GWU) in management and organization, a master's degree in applied behavioral science from Johns Hopkins University, and a bachelor's degree in nutrition science from Pennsylvania State University. She has designed and taught courses in entrepreneurship, management, and organizational behavior and is committed to creating learning experiences that change lives. She has also previously served on the faculty of GWU and Simmons College, where she was named the 2011 "Professor of the Year." Currently she serves on the board of directors of the International Council for Small Business; the Center for Women's Business Research; and Venturing Out, a Massachusetts nonprofit that teaches entrepreneurship to incarcerated and court-involved adults and high-risk youth.

### **Karen Engler-Weber (Chapter 26)**

Karen Engler-Weber serves as a program director for the Office of the University Provost at Arizona State University. In her role, Karen directs and coordinates the work of multiple offices, providing a variety of innovative programming, resources, and support to promote the advancement and success of women and underrepresented groups within the university system. Karen also manages a number of faculty excellence programs and international fellowships and serves as ASU's liaison to the US Fulbright Scholars and Specialist programs. In addition to over 20 years of experience in higher education administration, Karen has served as an English instructor in ASU's Department of English for nearly two decades. Karen holds an MA in counseling psychology, an MA in English literature, and is ABD on her PhD in English literature. She is a married mother of three, an avid baker, and a barre/pilates devotee.

### **Lisa Z. Fain (Chapter 8)**

Lisa Z. Fain is the CEO of the Center for Mentoring Excellence, an expert in the intersection of cultural competency and mentoring, an executive coach, and a global speaker. A former attorney, Lisa's passion for diversity and inclusion led to her role as senior director of diversity and inclusion at Outerwall, Inc., and her passion for development and growth led her to found Vista Coaching to help executive women design their authentic leadership journey. Lisa and the Center for Mentoring Excellence founder, Dr. Lois J. Zachary, are the co-authors of *Bridging Differences for Better Mentoring* (Berrett-Koehler, 2020) and *The Mentor's Guide, 3rd Edition* (Jossey-Bass, 2022).

### **Benjamin C. Flores (Chapter 21)**

Dr. Benjamin C. Flores is the Forrest O. and Henrietta Lewis professor of electrical engineering at the University of Texas at El Paso (UTEP). The son of a single working mother, he was the first in his family to pursue and earn a college degree. As an educator and researcher, he has been dedicated to developing socio-academic models that improve the retention and graduation of underrepresented minorities in STEM disciplines. Dr. Flores has held a number of administrative positions. During his tenure as dean of the Graduate School, UTEP reached a milestone, awarding more than 100 doctoral degrees in 2013, in anticipation of the institution's centennial celebration. Dr. Flores is the principal investigator of the University of Texas System Louis Stokes Alliance for Minority Participation and the Inclusive Mentoring in STEM Center of Excellence. He is the recipient of a Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM).

### **Bob Garvey (Chapter 1)**

Professor (Emeritus) Bob Garvey, PhD, Fellow of the Royal Society of Arts, is one of Europe's leading academic practitioners of mentoring and coaching. He is an experienced mentor/coach working with a range of people in a variety of contexts. Bob works internationally, and he subscribes to the repertoire approach to mentoring and coaching. He is in demand as a keynote conference speaker, webinar facilitator, and workshop leader. He is widely published in books and journals, and his book, *Coaching and Mentoring: Theory and Practice*, published by Sage, is in its fourth edition. Bob has a Lifetime Achievement Award for contributions to mentoring.

### **Jennifer Grewe (Chapter 19)**

Dr. Jennifer Grewe is an assistant professor with the Department of Psychology at Utah State University. Jenn has taught thousands of undergraduate students via the many psychology courses for the undergraduate psychology program. Jenn teaches both on campus and online courses. She is a director of Connections for the first-year experience program and a co-director of the psychology undergraduate program. Jenn is the advisor for the local chapter of Psi Chi (International Psychology Honors Society), the Rocky Mountain VP of Psi Chi, and a consulting editor for *Teaching of Psychology*. Her work and interests have focused on the teaching of psychology, teaching and learning, and student success.

### **Tara S. Hackel (Chapter 17)**

Tara S. Hackel has served in academic and student support roles within a diverse Research 1 University for over 10 years, including more than 8 years of experience managing student-centered programs at the University of New Mexico. Tara's work focuses on optimizing well-being for learners who are historically excluded from the full rights, privileges, and opportunities of formal education. Tara strives to expand access to quality research education, especially in science, technology, engineering, and math (STEM). They have developed curriculum, presented countless workshops, and taught more than seven university courses. Tara is an active researcher with current projects examining how to optimize schooling experiences for LGBTQ+, trans, and gender-diverse students. Tara has coauthored four peer-reviewed publications, two book chapters, and fourteen national conference presentations. Tara is currently a program manager at the University of New Mexico's School of Medicine Research Education Office and can be reached on LinkedIn

### **Mark J. Hager (Chapter 2)**

Dr. Mark J. Hager is a professor of psychology at Menlo College in Atherton, CA. He earned his graduate degrees from Harvard University (EdM) and the University of Michigan (PhD). Dr. Hager's research and consulting focus on social-psychological influences in training and development, particularly on the role of mentoring and developmental relationships in education and training settings. He consulted on early career professional socialization with the US Department of Veterans Affairs for many years. He is co-author of the first editions of the widely used University of Michigan *Graduate Student Mentoring Guide: A Guide for Students*. Dr. Hager frequently speaks at national and international venues, including the US Department of Veterans Affairs, the University of New Mexico Mentoring Institute, the American Educational Research Association, the International Congress of Psychology, and the UK Council for Graduate Education

### **Kim Hales (Chapters 2, 9, 18)**

Kim Hales is an English faculty lecturer for Utah State University (USU) at the Roosevelt Utah campus. Kim holds an MA in English; she specializes in rhetoric and composition and is working toward her PhD in literature and culture studies. Kim is the past editor-in-chief for USU's *Journal on Empowering Teaching Excellence (JETE)*, an academic publication that boasts more than 40,000 downloads and is read worldwide. In addition, she serves as part of the university's Strategic Enrollment Master Plan Committee and, along with the Mentoring Committee, she has helped develop, research, and publish regarding the efficacy of faculty-to-student mentoring. Kim feels it has been an honor to be a part of her campus mentoring program and help grow the program. Being part of this book development has been a labor of love that Kim feels will impact instructors and students for years to come.

### **Andy Harris (Chapter 14)**

Dr. Andy Harris is an assistant professor in the Department of Human Development and Family Studies and the chair for the Southwest region for the statewide Faculty-to-Student Mentoring Program at Utah State University.



### **Rebecca Hartley (Chapter 23)**

Rebecca Hartley, PhD, is an assistant dean for foundational medical sciences, director of program evaluation, and professor of cell biology and physiology at the University of New Mexico School of Medicine. She teaches anatomy, histology, and embryology, oversees the preclinical curriculum, and is a medical education researcher. She is passionate about mentoring faculty, students, and other trainees.

### **Amy Hawkins (Chapter 25)**

Amy Hawkins is the administrator of the University of New Mexico (UNM) Staff Council, where she oversees the efforts of 12 committees and 60 volunteer councilors whose primary goal is to advocate for staff. Hawkins earned her bachelor's degree of fine art from New Mexico State University and her master's degree in public administration from UNM. She has been awarded two fellowships from the New Mexico Evaluation Lab, received UNM's most prestigious staff award, and has been a recipient of the UNM Staff Council STAR Award for 3 years in a row. Hawkins is talented at distinguishing what is and what is not an organizational problem, where the solution(s) should come from, and the most advantageous way to implement those solutions. As a fifth-generation New Mexican, Hawkins is passionate about ethical and equitable treatment of staff at UNM and accessible content and resources that allow staff more opportunities.

### **Paul R. Hernandez (Chapter 9)**

Paul R. Hernandez is an associate professor in the Department of Teaching, Learning, & Culture and the Department of Educational Psychology at Texas A&M University. He received his doctoral degree in educational psychology (measurement, evaluation, and assessment) from the University of Connecticut. His research focuses on developmental relationships, social contexts, and novel interventions that support motivation and persistence in science, technology, engineering, and mathematics (STEM) degree and career pathways—particularly for undergraduates from historically underrepresented groups. In addition, with funding from the National Science Foundation and the National Institutes of Health, Dr. Hernandez has investigated mentors' roles in recruiting and retaining diverse, talented students in STEM domains. Dr. Hernandez's publications are in educational psychology outlets, such as *Educational Psychology*, the *Journal of Educational Psychology*, and the *Journal of Experimental Education*, as well as high-impact STEM education outlets, such as *BioScience*, *CBE-Life Sciences Education*, and *PLoS ONE*.

### **Benjamin A. Johnson (Chapter 4)**

Benjamin A. Johnson, PhD, SFHEA, is an associate professor of higher education in the Department of Student Leadership and Success Studies at Utah Valley University. He received a PhD in educational philosophy and psychology (educational policy and leadership) from The Ohio State University. He co-founded (with students), *The Journal of Student Leadership*, a double-blind peer-reviewed publication, and helps students enhance their editing, design, and public relations skills. He has enjoyed mentoring students on independent research projects, and he regularly trains faculty. His scholarly work has included publications and conference presentations related to educational design, self-regulated learning, metacognition, service learning, higher-education leadership, faculty-student mentoring, and first-year student experiences.

### **Gönül Kaletunç (Chapter 16)**

Dr. Gönül Kaletunç is a professor of food engineering in the Department of Food, Agricultural and Biological Engineering at The Ohio State University. She is the director of aspiration for Women's Advancement and Retention in Engineering and Sciences (AWARES), focusing on women's retention in the engineering discipline, and director of the College of Engineering Faculty Mentoring Program, targeting recruitment, retention, and development of successful careers for new faculty. She completed her BS and MS degrees in chemical engineering at the Middle East Technical University in Turkey and received her doctorate in food engineering from University of Massachusetts. Her research focuses on food and biological materials, food safety in fresh produce, encapsulation of nutrients for targeted and controlled delivery, and mentoring in STEM. Dr. Kaletunç edited two books and has numerous publications. She serves as an editorial board member of *Food Engineering Reviews* and is an executive committee member of the Society of Food Engineering.

### **Harrison Kleiner (Chapter 19)**

Dr. Harrison Kleiner is an associate professor of philosophy, associate vice provost for general education, and director of the Liberal Arts Program at Utah State University. Harrison teaches across the curriculum in philosophy at Utah State, teaching and writing on issues in philosophy, theology, political thought, the great books, and liberal arts education. He leads institutional efforts in curricular and assessment reform in the first-year experience and general education and consults regionally and nationally with faculty involved in general education and on issues around excellence in teaching and learning.

### **Jim LaMuth (Chapter 14)**

Jim LaMuth is a program coordinator at Utah State University. He facilitates and manages the assessment and survey data for their statewide Faculty-to-Student Mentoring Program. He started his career with school-based mentoring programs with Big Brothers Big Sister of the Western Upper Peninsula. In addition, Jim has served as both an AmeriCorps volunteer in Michigan and PeaceCorps volunteer in Benin, West Africa.

### **Neal Legler (Chapter 5)**

Neal Legler is the director of the Center for Innovative Design and Instruction (CIDI) at Utah State University. He has worked in the instructional design and training field for over 20 years, producing and maintaining training materials and learning environments for higher education, corporations, international NGOs, local nonprofits, and K-12 environments. He and his team at Utah State University provide consultation and mentorship to hundreds of faculty and staff. He has played a leading role in major technology system implementations; new faculty development, data analytics, and accessibility initiatives; the establishment of the *Journal on Empowering Teaching Excellence*; and the institution-wide transition from face-to-face to remote teaching during the COVID-19 pandemic.

### **Hannah M. Lewis (Chapter 18)**

Dr. Hannah M. Lewis is a lecturer of mathematics at Utah State University Eastern. She joined the faculty at USUE after completing her doctoral degree in mathematical sciences from Utah State University in 2020. She has served as a faculty mentor since the program began in 2020 and has served as a member of the steering committee beginning in spring 2021. Her professional interests include the development and implementation of growth mindset structured assessments, faculty and graduate student professional development, and the classification of semi-simple Lie algebras. Her efforts in teaching have been recognized by multiple excellence in teaching awards from USU. Outside of professional interests, she enjoys long distance bike riding, reading, and spending time with her husband and two kids

### **Nancy López (Chapter 12)**

Dr. Nancy López is a professor of sociology at the University of New Mexico (UNM) and directs and cofounded the Institute for the Study of “Race” and Social Justice. Her scholarship, teaching, and service are guided by the insights of intersectionality—examining the simultaneity of systems oppression and resistance. Her books include *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education* (2003) and *Mapping “Race”: Critical Approaches to Health Disparities Research* (2013). Dr. López received funding from the WT Grant Foundation and Hewlett Foundation to examine the role of high school ethnic studies curriculum and pedagogy in reducing inequalities. She received funding from the RW Johnson Foundation for a project on employing intersectionality to revise federal administrative race and ethnicity data, and the National Science Foundation for cultivating a community of practice on intersectionality and student success in Hispanic Serving Institutions. Dr. López has served on over 75 PhD/MA committees.

### **Laura Gail Lunsford (Chapter 13)**

Dr. Laura Gail Lunsford is an expert on mentoring and leadership. A US Fulbright Scholar, she authored the seminal *The Mentor’s Guide: Five Steps to Build a Successful Mentor Program*. She co-edited the *Sage Handbook of Mentoring*, and co-authored *Faculty Development in Liberal Arts Colleges* in addition to authoring over 50 peer-reviewed articles and chapters. Her work has been funded by NSF, the Department of Education, the Luce Foundation, and the Institute for Education Sciences. Lunsford received the Hope Dissertation award from the International Mentoring Association and serves as a board member for the association. She is a professor of psychology at Campbell University, where she is also an assistant dean in the School of Education and Human Sciences. Her PhD is from NC State and she is a co-founder of Lead Mentor Develop, LLC.

### **Sarah Marshall (Chapter 24)**

Sarah Marshall, PhD, is a professor of educational leadership with an emphasis in higher education administration at Central Michigan University. She served as a senior leadership fellow for the College of Education and Human Services; in this capacity, she developed a mentoring and professional development program for pre-tenured faculty and non-tenure-track faculty. She also served as a Center for Teaching Excellence fellow, where she implemented a similar program to the larger university community. Prior to joining the professoriate in 2001, she was a university administrator primarily in the area of student services/student affairs administration. She earned her PhD in higher education administration and MEd in college student personnel from Loyola University Chicago and her BA in Spanish and economics at Albion College. Her research interests include teaching techniques to enhance student learning, work/life management, and the profession of student affairs.

### **Natasha Mickel (Chapter 10)**

Dr. Natasha Mickel earned her doctoral degree in instructional psychology and technology from the University of Oklahoma. At the University of Oklahoma Health Sciences Center (OUHSC), she is an assistant professor in the Department of Family and Preventive Medicine, assistant director for faculty development, director for the Oklahoma Center for Mentoring Excellence (OCME), and director for Multicultural Engagement for the College of Medicine. Within her roles, Dr. Mickel supports a variety of professional development opportunities for faculty, staff, and students. These offerings include curriculum vitae review workshops for faculty, mentor training for clinical and translational researchers, mentor training intended to support a campus-wide mentoring network initiative, and providing specific training related to broadening diversity on campus. This experience has allowed her to work with constituents from various academic fields including education, mathematics, aeronautics, engineering, and biomedical sciences to meet a common mission of education, research, and community service.

### **Milka Montes (Chapter 21)**

Dr. Milka Montes is an associate professor and chair of the Chemistry Department at the University of Texas Permian Basin. A former NSF Louis Stokes Bridge-to-the-Doctorate fellow, Dr. Montes prepared for a career in academia, focusing on research, teaching, service, and mentoring excellence. Currently, she is the campus director of the University of Texas Louis Stokes Alliance for Minority Participation and the co-principal investigator of the INCLUDES Aspire Alliance: West Texas Regional Collaborative, a partnership between universities and community colleges to prepare future generations of STEM faculty in inclusive teaching practices. Dr. Montes is also the president of the Peer-Led Team Learning International Society and a life member of the Society for the Advancement of Chicanos and Native Americans in Science.

### **Wendy Murphy (Chapter 28)**

Dr. Wendy Murphy is an associate dean of the Undergraduate School and a professor of management at Babson College. She earned her PhD from Boston College. She teaches organizational behavior, leadership, and negotiation across undergraduate, MBA, MSM, and executive education programs. Her research is at the intersection of careers, mentoring, and diversity issues. Murphy has published her work in a range of journals, such as *Human Resource Management*, *Gender in Management*, *Journal of Management*, and the *Journal of Vocational Behavior*, among others. Her book with Dr. Kathy Kram, *Strategic Relationships at Work: Creating Your Circle of Mentors, Sponsors, and Peers for Success in Business and Life*, bridges mentoring scholarship and practice. She has also written for *Harvard Business Review*, *MIT Sloan Management Review*, and *Boston Business Journal*. In 2014, she was recognized by Poets & Quants as one of the “40 Most Outstanding B-School Profs Under 40 in the World.”

### **Audrey J. Murrell (Chapter 3)**

Audrey J. Murrell, PhD, is currently a professor of business administration, psychology, and public and international affairs at the University of Pittsburgh. She has co-authored several books including *Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms* and *Diversity Across Disciplines: Research on People, Policy, Process and Paradigm*. Dr. Murrell is the current associate editor of the journal *Equality, Diversity and Inclusion: An International Journal* and a member of the editorial board for the *International Journal of Environmental Research and Public Health*. Previously she served as acting dean of the University of Pittsburgh’s Honors College, associate dean of the College of Business Administration, and director of the David Berg Center for Ethics and Leadership.

### **Orrin Myers (Chapter 23)**

Dr. Orrin Myers, PhD, is a biostatistician and professor in the Department of Family and Community Medicine. He has over 25 years of experience designing and conducting research in human health and on the environment.

### **Gloria O. Onosu (Chapter 3)**

Gloria O. Onosu, PhD, conducts research focused on leadership development and identity, cross-cultural engagement, diversity, equity, and inclusion. Dr. Onosu’s work contributes to our understanding of the interconnection between business, ethics, leadership, and the impact of this interrelationship on business and the stakeholders. She is currently a clinical assistant professor at Robinson College of Business at Georgia State University.

### **Valerie Paquette (Chapter 28)**

Valerie Paquette is the executive director of Workforce Development and Professional Education at Wentworth Institute of Technology and the former director of global initiatives at the Babson College Center for Women’s Entrepreneurial Leadership. Her career focus has been on delivering engaging experiences and building communities that educate and empower learners to maximize their potential. In her roles, she has designed and implemented mission-aligned programming focused on entrepreneurial leadership, gender acumen, career strategy, and developmental relationships. Valerie was previously a director of alumni career strategy and educational initiatives at Northeastern University where she developed people, programs, and partnerships aimed to educate and inspire stakeholders, strengthen networks, and promote philanthropic cultures. Valerie earned her MBA from Northeastern University and a BFA from the University of Massachusetts, Dartmouth.

### **Valerie Romero-Leggott (Chapter 23)**

Valerie Romero-Leggott, MD, is a first-generation college student and native New Mexican Hispana with strong roots in her cultural heritage. She received her Bachelor of Arts degree from Harvard University and her medical degree from the University of New Mexico (UNM). Dr. Romero-Leggott serves as vice president for diversity, equity, and inclusion at the UNM Health Sciences Center (HSC) and as a professor in the Department of Family and Community Medicine. She is a primary care provider on the forefront of treating populations burdened by socioeconomic, racial, and ethnic disparities and has extensive experience teaching cultural competence, developing educational pipeline programs for underrepresented youth, and providing mentorship and career development opportunities for diverse faculty, residents, students, and staff across the nation. Dr. Romero-Leggott is a role model for young, female learners and professional women in the health sciences and has had a profound career advocating for women of color.

### **Yadéeh E. Sawyer (Chapter 17)**

Dr. Yadéeh E. Sawyer has a long-standing commitment to mentoring. Her positions began informally as a high school biology teacher in Miami, but solidified as she formally mentored students through the Undergraduate Research Opportunities (UnO) program within the Biology Department at the University of New Mexico (UNM) while earning her PhD. Through this, she became a research assistant for the program. Upon graduation, Yadéeh began working as staff for UNM, with a continued focus on increasing success in science, technology, engineering, and math (STEM) students. She currently runs semester-long mentoring and research programs through her position with the Engineering Student Success Center at UNM and directs the Certificate in University Science Teaching (CUST) program through the UNM Health Sciences Center. Yadéeh has coauthored numerous peer-reviewed publications and has presented at national conferences and various invited presentations and panels.

### **Timothy Schroeder (Chapter 17)**

Dr. Timothy Schroeder serves as the director of the Undergraduate Research, Arts & Design Network at the University of New Mexico. Throughout his 30-year career, he has also worked in student and academic affairs at Newman University, the University of Alaska Southeast, and San Juan College. His work focuses primarily on developing programming to better serve marginalized student populations and to shift institutional culture and practices to become more inclusive and equitable. He earned his bachelor's degree in political science from Southwestern College, his master's in education from Newman University, and his doctorate in educational leadership from the University of New Mexico. He has written and supervised seven multi-million dollar federal grants deigned to improve equity in higher education.

### **Jessica Shenberger-Trujillo (Chapter 21)**

Dr. Jessica Shenberger-Trujillo is an associate dean of assessment, accreditation, and strategic planning at the University of Texas at El Paso's School of Pharmacy. She is a trained experimental psychologist who utilizes her skillsets to assess student and programmatic outcomes to support evidence-based recommendations. As a single teen parent, she benefited from research mentoring and funded research programs (i.e., the McNair Scholars Program and Summer Research Opportunities Program) throughout her undergraduate education. Because of these instrumental research and educational supports, Dr. Shenberger-Trujillo's career has focused on serving as an educator, mentor, administrator, and champion for the inclusion of individuals from underrepresented backgrounds in STEM and health disciplines. Dr. Shenberger-Trujillo is a co-principal investigator of the University of Texas System Louis Stokes Alliance for Minority Participation and the Inclusive Mentoring in STEM Center of Excellence.

### **Jeff Spears (Chapter 18)**

Dr. Jeff Spears is an assistant professor in the Department of Social Work at Utah State University. He completed his MSW degree at the University of Kansas and PhD in social work at the University of Utah in 2018. His dissertation explored the importance of the Internet in developing self-efficacy in the areas of socialization, financial, and medical literacy for baby boomers. Dr. Spears teaches social policy and seminar classes. He works as a part-time therapist at Pinnacle High School providing individual and family therapy. His research interests include community organizing, cryptocurrencies, aging issues, and undergraduate mentorship. Dr. Spears currently serves on the steering committee and also the faculty chair for the Price campus at USU.

### **Andrew Sussman (Chapter 23)**

Andrew Sussman, PhD, MCRP, is an associate professor in the Department of Family and Community Medicine and also directs the Behavioral Measurement and Population Science Shared Resource and Office of Community Outreach and Engagement at the University of New Mexico Comprehensive Cancer Center. Dr. Sussman received his PhD in cultural anthropology and master's in community and regional planning from the University of New Mexico and completed a postdoctoral research fellowship in the Department of Family and Community Medicine. Dr. Sussman's research focuses on addressing health and cancer care disparities among underserved populations in New Mexico. Dr. Sussman has expertise in qualitative and mixed-methods research and teaches qualitative research design in the Master of Science and Clinical Research program.

### **James Y. Taylor (Chapter 6)**

Dr. James Y. Taylor is a senior associate vice president and associate professor of sociology for Utah State University and a director of the Uintah Basin Statewide Campuses. His academic and professional passions and publications include sustainable rural and mountain communities, relationships between people and place, and effective organizational leadership. Prior to Utah State University he was a vice president and dean for Colorado Mountain College in the Rocky Mountains. He has more than 30 years of executive-level leadership. His academic and professional work has taken him around the world, studying mountain and alpine communities and populations. Within the United States he has extensive field and backcountry research experience in the heart of the Greater Yellowstone Ecosystem. He also has been a member of three specialized and nationally recognized search and rescue teams. In his spare time, he enjoys running marathons and ultra-marathons and spending time with his family.

### **Nicole Vouvalis (Chapter 14)**

Nicole Vouvalis is the human research protections executive director at Utah State University. She facilitates the activities of USU's IRB and oversees all other aspects of human research protections at USU. As a first-generation college student, she earned her BS from Florida State University in 2008 and her JD from the FSU College of Law in 2010. Nicole is passionate about higher education programs that provide access and pathways to successful completion for underrepresented students. In her previous role, Nicole created and oversaw mentorship programs for underrepresented and first-generation college students at Utah State and worked closely with its GEAR UP programs.

### **Shirley L. Yu (Chapter 16)**

Dr. Shirley L. Yu is an associate professor of educational psychology in the Department of Educational Studies at The Ohio State University. She is also the director of the university's Graduate Certificate in College and University Teaching. Her research centers on classroom contexts, self-regulated learning, and motivation in undergraduate science, technology, engineering, and mathematics (STEM). She is engaged in mentoring and other programs with the overarching goal of improving retention and success in STEM majors and careers, particularly among individuals from underrepresented populations. She is the recipient of multiple teaching awards, most recently The Ohio State University College of Education and Human Ecology Distinguished Teaching Award. She earned her PhD in education and psychology and an MA in psychology from the University of Michigan. She completed her BA in psychology from the University of California, Los Angeles.

### **Assata Zerai (Chapter 12)**

Dr. Assata Zerai serves as the vice president for equity and inclusion and a professor of sociology at the University of New Mexico (UNM). At the helm of the Division for Equity and Inclusion, Zerai has expanded diversity programming and strategy at UNM. Zerai works with her team to plan for, resource, and document the impact of efforts to improve equity and inclusion at UNM. She is a professor emerita at the University of Illinois at Urbana Champaign, where she served from 2002 to 2019, and held posts most recently as an associate provost and associate chancellor. A decolonial feminist scholar, Zerai's research interests include BIPOC and LGBTQIA+ inclusivity, access to mobile technology, making the work of marginalized scholars more accessible, and environmental justice/health activism. She has published five books spanning these topics, the latest of which is *African Women, ICT and Neoliberal Politics: The Challenge of Gendered Digital Divides to People-Centered Governance* (2019).