Employing an Intentional Mentoring Model for Delinquent Youth.

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Mentoring Academic Scholarship for Early-career Faculty and Postdoctoral Scholars

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Early career faculty, faculty in academic transitions, and postdoctoral scholars often struggle to find their way through expectations of autonomous academic productivity and scholarship. Grant and proposal development, knowledge of the granting process, developing manuscripts for publication and generating effective conference presentations are all examples of desired or expected products. There is often insufficient support, guidance, and mentoring to assist these new activities. In some cases such assistance is unavailable and in others, it does not feel safe to ask for assistance. Over the last two years, our interdisciplinary health college offered a college-wide scholarship and mentoring group to early career and transitional faculty and postdoctoral scholars. Assistant professors at ASU, or those faculty that have recently graduated from doctoral programs, are largely considered junior faculty. We provide a group learning environment, mentored by senior faculty, to share academic works in progress. This may consist of grant proposals, Aims pages, and ideas in process manuscripts or posters. Participants have the opportunity for their scholarship constructively reviewed by peers and senior faculty to enhance their effort and increase the chances of success as well as develop confidence in sharing their work and accessing a broad breadth of ideas. This presentation will offer the background, rationale, progress, and participant evaluations of the four cohorts that have participated. Recommendations for starting such an initiative locally will also be generated. Keywords: Faculty, mentoring, academic transitions, postdoctoral, grant writing.

Employing an Intentional Mentoring Model for Delinquent Youth

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Delinquent youth often do not receive the opportunity to be mentored. This is especially true for youth who have committed serious law violations and are detained. In Nebraska, the Youth Rehabilitation and Treatment Centers (YRTCs) are the highest level of care for delinquent youth within the state. Under Nebraska law, a youth is committed to the YRTC only after all community-based services and every level of probation supervision has been exhausted (Sec. 43-286). In 2011, the Juvenile Justice Institute (JJI) agreed to teach a course on mentoring delinquent youth and to match university undergraduates to YRTC youth returning to the community. JJI anticipated it might be a short-lived course, as undergraduate students have relatively little “real life” experience, and they were being matched with high-need delinquent youth. JJI has operated the Juvenile Reentry Mentoring Project (JRMP) from 2011 to the present. If a traditional mentoring approach had been employed, it is likely that the program would have ended due to an inability to sustain matches. Instead, the project has been successful for both students and youth. Over the life of the project, a mixed methodical approach has been utilized to analyze and shape the Juvenile Reentry Mentoring Project (JRMP) model. Quantitative data were collected to inform the theory of change and create a program designed to serve the needs of a deep end juvenile justice population. Qualitative data was gathered from student participants. Results indicate that trust is an essential component of mentoring youth deep in the juvenile justice system.

Listen, Question, Advise, Refer (LQAR): A Four-step Approach to Successful Mentoring

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Listen, Question, Advise, Refer (LQAR) is a four-step approach to successful mentoring. Using academic writing as a foundation, tutors at The University of Arizona’s Writing Skills Improvement Program (WSiP) embrace a Rapport, Respect, and Relationship motto and offer a writing mentoring program for students from all disciplines and different personal backgrounds to succeed. The 3R approach centers students as active participants in their education by developing their writing skills. Mentors acknowledge students as whole beings, demanding that interactions utilize their Funds of Knowledge (Gonzalez, Moll, & Amanti, 2005). This paper explores how this program offers effective life mentoring based on Bloom, Hutson, and He’s (2008) Appreciative Advising Revolution approach through writing. It presents proven practices that guide students to success in and out of academia while supporting them as individuals and members of diverse communities (Ravitch, 2006). Via individual and group tutoring for special populations (1st Generation, Women of Color, ESL, and a writing workshops that support native- and non-native English writers, U.S.-born or international students (Shapiro, Farrelly, & Tomas, 2014), writing mentors build on the belief that anyone can become a good writer, and everyone can become a better writer. Listen, Question, Advise, Refer (LQAR), an approach based on 25 years of experience and created in-house, allows students to practice this through writing in fire drill, Question using the Distress Thermometer assessment tool (National Comprehensive Cancer Network, 2011), Advise by solving real-life case studies together, and Refer by viewing a sample community-based resources flowchart. It is hoped that equipping mentors with relevant strategies will improve every student’s overall learning experience.