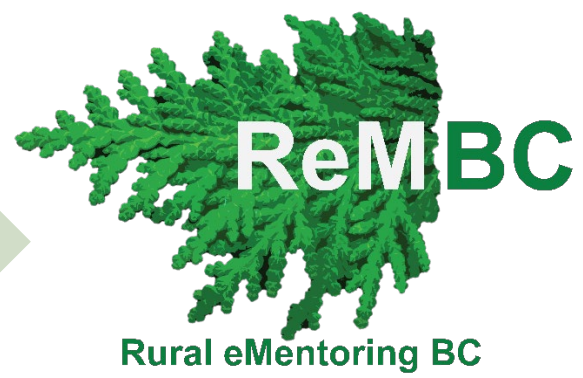
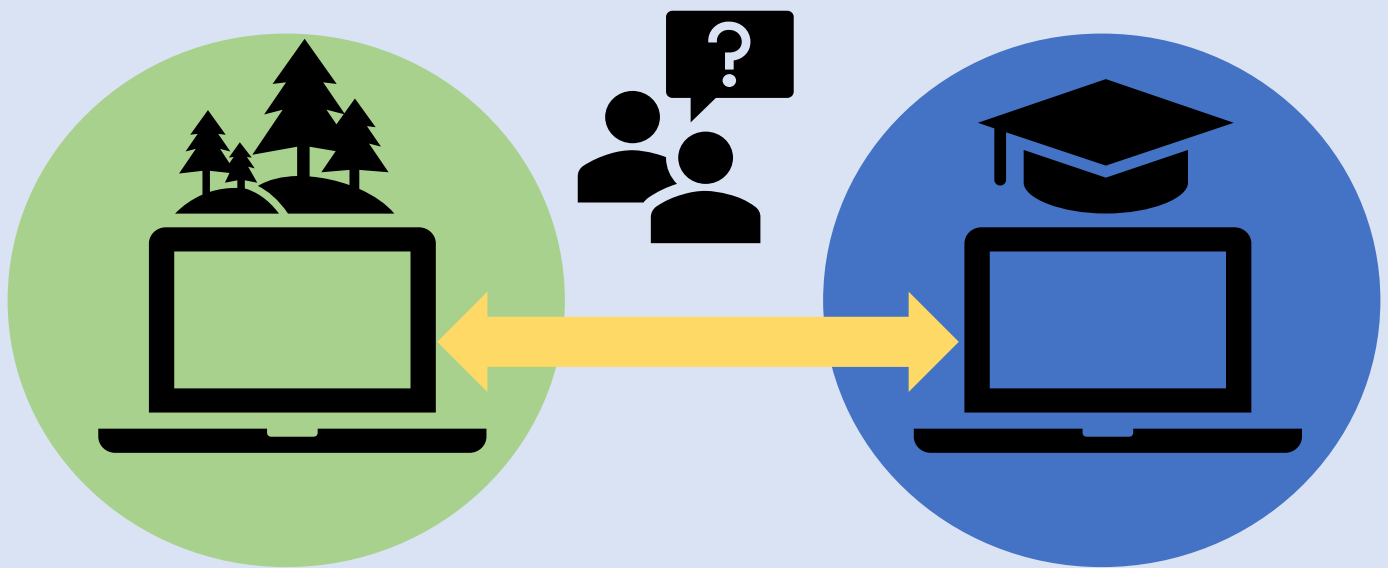


Rural eMentoring BC



One-on-One Program Overview



Brought to you by:



Thank you for your interest in our one-on-one eMentoring program! This guide provides a bit more information about how this program works, including a section for how educators can incorporate the program into their courses.

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What's the point?

Rural eMentoring BC's one-on-one online mentoring program matches rural high school student mentees with their own mentor who is a BC college or university student.

With one-on-one mentoring, high school students can get personalized advice and ask questions about their futures. Since this is a near-peer mentorship experience (which means that mentors are only a few years older than mentees), the mentors understand what the students are going through and can provide up-to-date advice and information. This program allows mentors and mentees to remain anonymous to each other so that they can share confidentially and privately – we hope that this encourages students to open up about their hopes and fears and ask questions that they might not want to share elsewhere. Ultimately, mentors are here to help rural students feel better prepared for the transition into life after high school.

Learn more about why mentoring is important on [our website](#).

How one-on-one mentoring works

Get a quick overview of how one-on-one mentoring works on [our website](#) (be sure to check out the video).

Jump to:

[Getting Started](#)

[Signing up](#)

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[Mentee-mentor communication](#)

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Getting started

Signing up

- **High school students:** if you are joining the program on your own (not through a class) [sign up here](#). We will email you back at the email address you provide asking you to:
 - Confirm your contact info
 - Provide an email address for a parent/guardian so that we can get their consent
 - Fill out our intake form
- **Educators:** please follow these steps to sign up your students.
 - Decide how you will be using the program and then ask us for our educator intake form.
 - Fill out our intake form to tell us how and when you will be participating in the program.
 - We will confirm your details and help you adjust your plan as needed.
 - Provide your students' names and email addresses and we will email them our mentee intake form. Each student must complete an intake form.

Intake form: you (or, if you are an educator, your students) will be asked to:

- Begin by taking a short course that introduces you to mentoring and our program
- Fill out a matching profile. Answer questions about your career and educational interests, hobbies, life experiences, personal preferences and what you hope to gain/learn from your mentor. This information will be used to match you to your mentor.
- (optional) Answer a few questions to help us evaluate the program.

Matching

After you (or your students) submit your intake form, please allow up to a week for the eMentoring staff to match you to your mentor. It is important to us that you and your mentor are compatible and can bond over interests and experiences that you have in common – so we like to take our time matching and get it right.

We match you based on what you write in your profile. All the mentors in our programs answer similar profile questions, so we will try to find you a mentor who matches your preferences, but who also shares your interests and values.

- Therefore, we recommend putting lots of detail in your profile. Think about what you are looking for in a mentor beyond just their career, education or interests. This will help us find you a mentor who understands YOU – and, therefore, how to best support you.
- We cannot always guarantee a perfect match, but the more information you provide the more compatible your match will be. If it turns out that your match does not meet your expectations, let us know and we are happy to rematch you.

Mentee-Mentor Communication:

When the eMentoring staff has matched you to your mentor, you will receive an email invitation asking you to create a free account with our online mentoring platform, MentorCity, where you can begin communicating with your match.

How MentorCity works

MentorCity is a messaging platform specifically designed for one-on-one mentoring. It allows users to:

- Write* messages to their match whenever they want. Mentors must respond to mentees within 3 days.
 - *MentorCity also lets you attach files to messages, so, if you choose, you can send voice or video messages instead of writing.
- Communicate without sharing personal or contact information.
 - By default, pairs can only communicate through the platform.
 - With parent/guardian permission, pairs can move the conversation outside the MentorCity platform. This must be set up ahead of time with the eMentoring staff to ensure this happens safely and with everyone's consent.
 - Read our [security and privacy policies here](#)
- Communicate exclusively with each other. Users can only contact the person they are matched to and cannot contact other users.

Using MentorCity

We provide a user guide and tutorials for how to use MentorCity when you first create your account.

MentorCity also has an app for iOS and Android through which you can communicate with your mentor and view the program's activities and other content. For the best user experience, we recommend using a computer, especially if you will be doing any of the program's activities.

Optional Activities

These activities are meant to be informative and useful – you will do and learn things that you can actually use in your life! Plus, they will give you some ideas for topics and questions to discuss with your mentor.

Activities are organized into 13 units ([learn about each unit's topic and activities here](#)), each with the following components:

- **Warm-up activity:** an optional activity designed to get you thinking about the unit's topic.
- One or two **Lessons**, each with:
 - **Background info** like a video, article, or activity to help you learn more about the topic.
 - **Discussion Questions**, which are writing prompts about the topic. THINK critically about the topic, answer the prompt and SHARE it with your mentor, then ask your mentor a question (we have a list of suggested questions if you need them).
- **Your Portfolio:** helps you keep all the hard work you do with your mentor in one place. Each item that you attach to your messages, like if you create a budget or write a resume, is saved in one convenient location for easy access at any time.
- **Extension activities and additional information:** this section gives you the opportunity to learn more about the unit's topic, if you choose.

Activity access

Activities are posted on MentorCity and our user guides and tutorials explain where to find them. To ensure that you and your mentor are on the same page, and to help you pace your learning, units are locked until mentors provide access to them.

Your mentoring relationship

Get support

- We have guides and resources on a variety of topics including, communicating effectively online, Equity, Diversity, Inclusion and Indigeneity, and links to mentoring resources.
- The eMentoring staff is here to resolve any issues, answer your questions, mediate disputes, or even rematch you! Just send us an email: e.mentoring@ubc.ca

Relationship length:

You and your mentor can communicate for as long as you wish. There is no limit to how long your MentorCity account can remain active. We hope you and your mentor become lifelong friends!

Educators: there is no minimum or maximum length for how long students can participate – you or your students can choose. If you are using the program in a class, we are able support any students who wish to remain in contact with their mentors after the class ends – we will keep their MentorCity accounts active and continue monitoring their relationships. We hope all students choose to continue!

One-on-one mentoring – Guide for Educators

Thank you for your interest in connecting your students to mentors. By taking an active part in facilitating valuable mentoring experiences for youth, you are setting them up for success in their future relationships, education and careers. It is educators like you that make a real difference!

Visit the [Educators section of our website](#) for more information about all of our other offerings.

Jump to:

[Program Delivery Options](#)

[Activities](#)

[Timelines](#)

[One-on-one mentoring for careers classes](#)

[Information about student safety and supervision](#)

Program Delivery Options

Our one-on-one mentoring program is designed to be flexible in order to meet a variety of student needs. Here are a few ideas for how you can deliver the program at your school. Do not limit yourself to these options, we are happy to help you deliver the program in a way that meets your needs.

Model 1: Recruit students who you think would benefit from the program and help them participate.

- These could be students who are having social issues or who need to work on their communication skills, students who lack motivation or who could use a positive role-model, or high achieving students who are looking for an extra advantage. Or anyone else!
- Ensure students have access to an internet-connected computer or device one or more times per week for at least 30 minutes to an hour. For example, help arrange for them to use the computer lab or a library computer on certain days of the week.
- One staff person at your school would need to be the point-of-contact person who the eMentoring staff could reach out to if students are experiencing issues. We suggest that this person connect regularly with the students to check-in and ensure that they are progressing.

Model 2: After school or lunchtime club – create an eMentoring club!

- Students meet as a group once or twice a week for 30 minutes to an hour.
- You or the students decide whether or not to do the activities.
- If you wish, we could arrange for the mentors to join the club virtually.

Model 3: eMentoring for classes – learn more about [course timing](#) and [eMentoring for careers classes](#).

Recommended: Provide 30 minutes to an hour of class time twice per week to work on the program.

- Model 3a: Students complete the [program's activities](#) with their mentors for a grade.
 - Unit selection options ([learn more about each unit](#)):
 - Students choose the units. Example: students must complete 4 units of their choice by the course's end date.
 - Educator chooses the units. Example: students must complete the following units by the course's end date: Finding inspiration, "Adulthood", Post-secondary and career pathways, Career exploration.
 - Combination. Example: students must complete the following two units plus two of their choice by the course's end date: Post-secondary and career pathways, Career exploration
 - Pacing options:
 - Educator sets the pace. Set aside part of the class period for students to work on a certain unit or activity and write to their mentors. Example: on Monday in class students will work on the Finding Inspiration Unit.

- Students set the pace. Students work through the activities and write to their mentor at their own pace. Example: all students must complete the Finding Inspiration unit by the end of the week.
- Model 3b: Students have free-flowing discussions with their mentors
 - Students can choose whether or not to work through the activities with their mentors.
 - You, as the class instructor, are welcome to provide some discussion topics, questions or prompts of your own to help guide the students' discussions – you do not have to use our activities if you have your own that you would like to use.
 - Choose whether or not to evaluate your student's progress through the program. Evaluation ideas:
 - Credit/no-credit for sending messages at the assigned times.
 - Require students to send a certain number of messages to their mentor.

Activities

At your discretion, students' discussions with their mentors can be guided by our activities, which are organized into themed units. At each unit's core is an activity or discussion prompt, informed by an article, video or text to provide context ([learn more about how units are structured](#)). Each unit also has additional activities and information for motivated students. The units are designed so that students' inquiries direct the flow of progression through each unit – ensuring that students with differing learning needs and motivation levels are satisfied.

All units are easily accessible through the MentorCity platform when students are logged in to their accounts. When students login to their MentorCity accounts for the first time they will be taken to a tutorial about how to access the units.

Timelines

If you are choosing to require students to complete some of the units, it is important to ensure that the number of units you assign fits within your class' timeframe. Assuming that the students are working on the program at least twice a week, here are some suggestions for how you can plan your course:

Please allow at least:

- 1 hour for students to complete their profiles. This process also includes a short course introducing the students to the program.
- 1 week for the eMentoring staff to make the matches.
- 1 week for the students to meet their mentor and learn how to use the program.
- 1 week for the pairs to say goodbye at the end of the program.

One unit takes around 4-6 hours to complete[^] or around 2 weeks if students are working on it twice a week. You can choose the number of units to complete based on your course's timeline, or use the following as examples:

- 2 – 3 units per academic "Quarter" (10 weeks)
- 4 – 6 units per academic semester (18 weeks)
- One school year for the entire curriculum

Please consider the following factors:

*Messaging is asynchronous and we allow our mentors 72 hours to respond to their mentees.

- Please consider this when deciding which days of the week to work on the program (i.e. avoid having students work on it two days in a row).
- Also recall that students will not be able to access the units until their mentors unlock them. Please give us plenty of notice for what units should be unlocked, and when, so that mentors have time to do this.

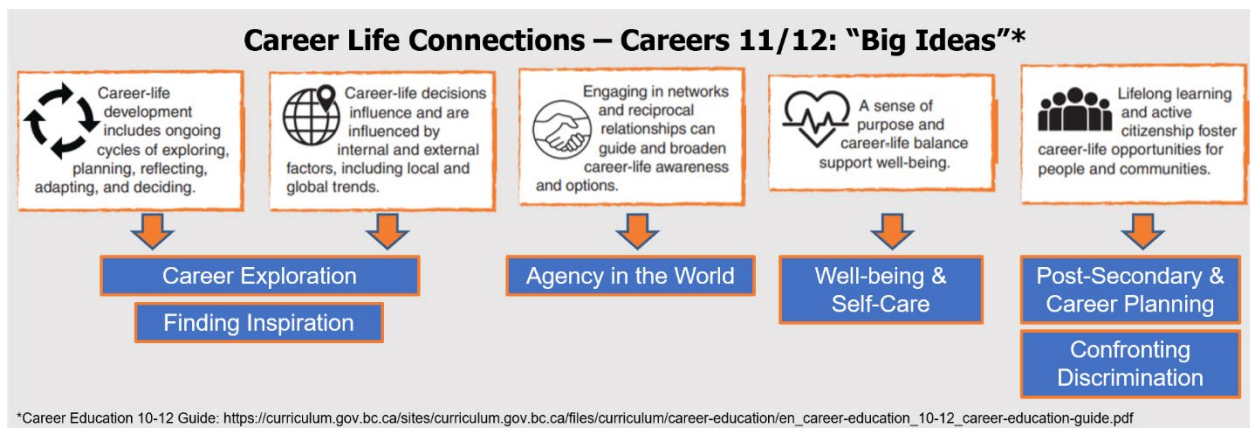
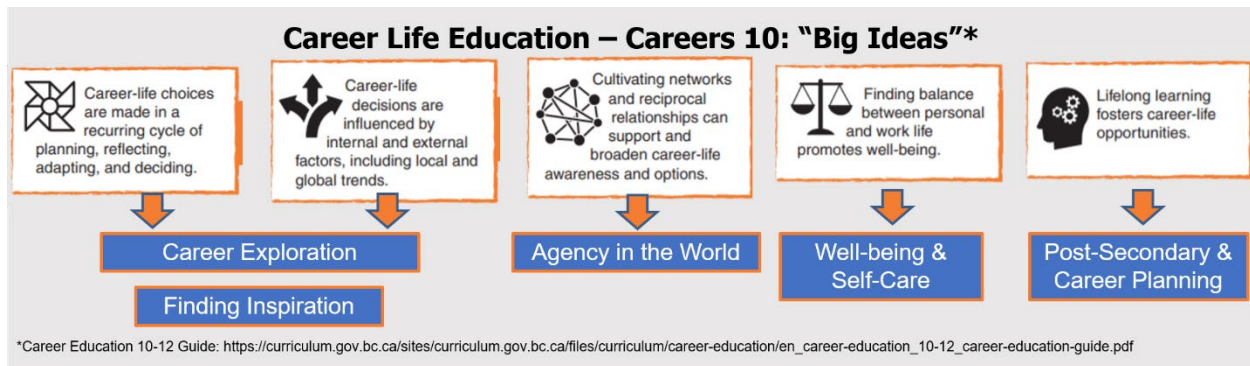
^The unit completion time stated above does NOT include time to do the Extension Activities or additional info, as these are optional.

^Some units take longer to complete. Please read the descriptions provided carefully, we will tell you which ones take longer.

The eMentoring team is happy to support students who would like to keep working with their mentors after your course ends. We will keep their MentorCity accounts active and will continue to monitor their relationships.

Careers classes (CLE, CLC & Capstone)

The program’s units were designed with careers classes, like Career Life Education and Career Life Connections, in mind, so, if you wish, some of the units can supplement or even replace some of the content for those courses. The below graphics show how some of the program’s units (in blue) map to some of the “big ideas” for CLE and CLC classes (in white).



In addition, students in these classes might also benefit from the “Getting Hired” unit, which helps students create a resumé and become comfortable with job interviews, and the “Adulthood” unit, which explores the skills needed for living independently.

Capstone: we have had many mentors work with students on their Capstone projects. Some have even attended their mentee's final presentation!

- We can match students to a mentor studying in the student's desired school and/or program.
- Mentors can answer questions or be interviewed about their educational and career path.
- Mentors can provide feedback and advice on students' project and/or final presentation.

Let us know your Capstone requirements and we can arrange these connections.

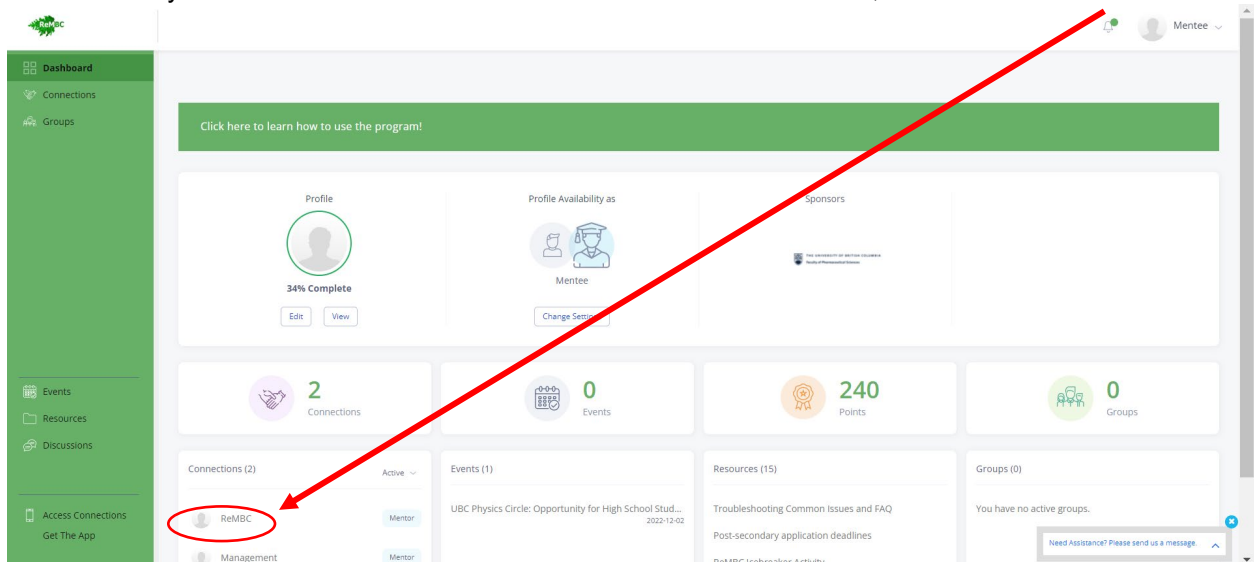
Information about student safety and supervision

- Teachers can access their students' accounts on MentorCity in order to: see all the messages the students and their mentors send, write messages to the pairs if intervention is needed, see which units students are working on, download any items students have uploaded to their portfolio, and manage student account information (e.g. reset passwords and usernames).
- The eMentoring staff regularly monitors all messages to ensure they are appropriate and that all participants are staying safe. When you sign up, we will ask you to designate a point-of-contact person for emergencies (e.g. a phone number where we can reach you, or a school counsellor after hours).
- You will receive progress reports every two weeks that detail which units your students have completed, the last date they wrote, and any comments from the mentors.
- All mentors have passed a Criminal Record Check and are trained in how to support youth, handle difficult situations, and in cultural competency and safety. That being said, most are young adults themselves and this is a learning experience for them! Please bring to our attention any issues with the mentors, including if any students would like to be rematched.
- All mentors and mentees must abide by our program policies.
- You can view MentorCity's privacy policy [here](#).

Demo account

We highly encourage you to check out our demo mentee account to familiarize yourself with the program, how it works and to view the curriculum.

1. Login to Mentorcity.com: https://www.mentorcity.com/en/sign_in
2. Use the following login credentials:
 - Login: ruralmentee@mentorcity.com
 - Password: ruralementoring2019
3. This will take you to the demo account's dashboard. Under "Connections", click on "ReMBC"



4. This will take you to the curriculum: you will know you are in the right place if you see your mentor's name ("ReMBC") and a green circle (the Navigation Wheel) at the top of the page.
5. Click on "Start here" at the centre of the Navigation Wheel.
6. This will take you to the introduction section that explains how the program works. Please scroll down to the instructions and read through each text.
7. Since this is the demo mentee account, we have unlocked all the units. Recall, your students will not be able to access the units until their mentor unlocks them one at a time.

Unit summaries and content

To view the curriculum as a student would, [login to our demo account](#).

Finding Inspiration

This unit explores different ideas about what inspires and motivates people to do the work that they do. Students explore what they want, and set goals and habits to achieve these things.

✓ **Lesson 1 – What do you want?:** Watch the short video documentary, “The Creative Process: Where do I start?” by Scott Smith, that follows several filmmakers as they look for and discuss their understanding of where inspiration comes from and how it functions in any project.

➤ *Discussion Questions:* students explore what inspires them and what they want in life.

✓ **Lesson 2 – Getting what you want:** Watch the following video, “Goal Setting is a Hamster Wheel. Learn to Set Systems Instead” by Big Think, that introduces the difference between goals and habits.

➤ *Discussion Questions:* students learn to create habits that help meet their goals.

✓ **Extension Activity – photo swap:** students and their mentors swap photos that inspire them.

✓ **Extension Activity – critical film response:** students respond to the ideas presented in the film.

Additional information: about atomic habits.

Different Ways of Knowing

Just as our individual experiences shape the way we understand the world, different cultural frameworks present different ways of knowing and learning about the world. Unfortunately, we often get stuck seeing the world in only one way. This unit explores the importance of respecting and embracing different ways of knowing.

✓ **Lesson 1 – Over time and between cultures:** Watch a video that describes a research project that uses both “Western” research methods and Indigenous ways of knowing.

➤ *Discussion Questions:* students consider the land on which they live, and what they have learned about “Western” and Indigenous ways of knowing.

✓ **Lesson 2 – Indigenous Innovations:** Watch a TED talk by an Indigenous entrepreneur.

➤ *Discussion Questions:* Students consider Indigenous inventions, innovations, and values.

✓ **Extension Activity – learning from stories:** students ask someone in their community, who has lots of life experience, to share a story with them.

Additional information: about Land Acknowledgements

From Rural to Urban

This unit promotes rural-urban knowledge exchange between mentors and mentees. Students discover what they have gained from their community, how they can give back, and learn about transitioning to city living.

➤ **Lesson 1/Discussion Questions – Rural Living:** students consider what they value about rural living, what they have gained from it, and how they can serve their communities.

➤ **Lesson 2 – Same but Different:** Students watch a short documentary Mobilize created by First Nations filmmaker Caroline Monnet, and evaluate the feelings it evokes about rural versus urban living.

➤ *Discussion Questions:* students gain some insight into city living from their mentors.

➤ **Extension Activity – Keeping Traditions:** students come up with a plan for keeping up their important traditions when they move away from home

➤ **Extension Activity – Easing Transitions:** students come up with a plan for keeping up with their favourite activities when they move away from home.

Strategic Studying

This unit helps mentees evaluate the way they study and learn some new study strategies.

- ✓ **Lesson – Take note:** Students watch a video about the Six Habits of Highly Successful Students.
 - *Discussion Questions:* Students consider the strategies in the video.
- ✓ **Extension Activity – Track and Compare Study Habits:** students keep a calendar of their study habits, and evaluate which work best.
- ✓ **Extension Activity – the Pomodoro Technique:** students try out the Pomodoro technique

Additional information: on Academic Dishonesty and Plagiarism, and other study skills (link to CrashCourse videos)

Wellbeing & Self Care

Students consider how to evaluate their mental health and take care of themselves.

- ✓ **Lesson – Self-Investigation:** Watch the following video, “A Self-Care Action Plan” from How to Adult, and read the article “Mind Power: 10 Tips for Student Mental Health”.
 - *Discussion Questions:* Students create lists of both their “warning signs” and things they find joy in.
- ✓ **Lesson 2/Discussion Questions – Self-Care Action Plan:** students evaluate how well they take care of themselves, and make a self-care action plan.

Additional information: about crisis lines available in BC

Dis and Misinformation

Students learn to identify and combat dis- and misinformation.

- ✓ **Lesson – “Fake News”:** Read the two-part article series from CBC news about how to spot mis- and disinformation, and what to do about it.
 - *Discussion Questions:* Students evaluate their experiences with dis- and misinformation, and their responsibility to being able to evaluate their sources.
- ✓ **Extension Activity – Digital Detective:** students try to find and evaluate an article that shares false or misleading information.

Additional Information: Online targeting and tracking

Getting Hired

Students identify their transferrable skills, make a resumé, and learn about job interviews.

*Please note that this unit might take longer for students to complete, as they must create a resumé and have it reviewed by their mentor.

- ✓ **Lesson 1 - Transferrable Skills and your First Resumé:** Read the following article, “Resumé Skills for High School Students with Examples” By Alison Doyle from The Balance Careers.
 - *Discussion Questions:*
 - Part 1: students identify their transferrable skills
 - Part 2: students find a job they can apply for now (not a career), and identify the skills needed for it
 - Part 3: students create a resumé for that job, and have their mentors edit it.
- ✓ **Lesson 2 – the Job Interview:** Watch the video, “10 Ways to Mess Up a Job or Internship Interview” from Jobpostings.ca
 - *Discussion Questions:* Students exchange interview stories with their mentors.
- ✓ **Extension Activity – Practice, Practice, Practice the Job Interview:** students find a buddy and practice their interview skills.

Additional resources:

- *Finding jobs for high school students and young adults*: Helps students know what to look for in a part-time or summer job.
- *Your digital footprint and online presence*: students learn the value of a positive digital footprint.

Agency in the World

This unit introduces the concepts of 'grit', the passion and perseverance you need to overcome obstacles and achieve your goals, and "agency", what each of us can do, learn to do, and achieve with support from our community.

- ✓ **Lesson 1/Discussion Questions – Grit and Agency**: Students watch and respond to the video: Anindya Kundu TED Talk: The boost students need to overcome obstacles
- ✓ **Lesson 2/Discussion Questions – Allyship**: students identify their allies and how each of these people can support them.
- ✓ **Extension Activity – learning from others**: Learn from someone who has overcome significant obstacles in their life.

Confronting Discrimination

This unit offers an opportunity to talk about the reality of inequality and experiences of discrimination in our current society. Recognizing the truth of these experiences, the focus is on how these experiences can shape and influence the goals we have for our own success and the improvement of our communities.

- ✓ **Lesson 1/Discussion Questions – Using Shared Language**: students explore and define terms such as implicit bias, institutional racism, and privilege.
- ✓ **Lesson 2/Discussion Questions – Confronting discrimination, an example**: Students watch the video, CBC News: The National – Dr. Nadine Caron | Canadian Indigenous Surgeon, and share their responses to it.
- ✓ **Extension Activity – Defining moments**: Learn how to gain motivation from negative experiences.
- ✓ **Extension Activity – Response Strategies**: explores the emotional reactions we might have during discussion of race, colonialism, and truth and reconciliation, as well as how to address them.

Additional resources: a collection of strategies for how to respond if you or someone nearby is a target of discrimination. Also, information about how to be an ally.

Career Exploration

This unit invites students to explore career options and to think through the many considerations that can go into choosing a career path.

- ✓ **Lesson 1 – Your Values, Your Career**: students watch videos where the speakers express how their values shaped their career choices, and how they chose to strengthen their communities.
 - *Discussion Questions*: students consider how to incorporate their values into a career.
- ✓ **Lesson 2 – Career Compass**: students take the Work BC Career Compass Career Quizzes
 - *Discussion Questions*: students consider how the careers they explored match their personal interests and meet their salary, lifestyle, and personal expectations.
- ✓ **Extension Activity – Career Connections**: students find and interview a working professional in a career they are considering.

Post-Secondary and Career Planning

Students find information about the level of education needed to pursue a given career, and find a school and program that meets their needs. In order for students to explore their options thoroughly, they might need longer to complete this unit.

- ✓ **Lesson 1/Discussion Questions – What education do you need?:** Student use the BC Education Planner to find information about the level of education needed to pursue a given career.
- ✓ **Lesson 2/Discussion Questions – Choosing a school:** students explore the schools that offer the programs they need, and consider what is important to them when choosing one. Then they examine the admission requirements for schools, and how they can meet them.
- ✓ **Extension Activity – what to expect in post-secondary:** Learn about and prepare for what post-secondary is REALLY like.

Paying for School

Students learn different options for affording post-secondary education and learn how to apply for financial aid.

- ✓ **Lesson 1 – Ways to pay for school:** students learn options for paying for school on Education Planner BC.
 - *Discussion Questions:* students consider how they might pay for school and their mentor's perspective on why post-secondary is worth the cost.
- ✓ **Lesson 2 – Applying for Scholarships, Grants, Bursaries and Awards:** students search for scholarships and bursaries that they are eligible for, and learn tips for applying.
 - *Discussion Questions:* with the help of their mentor, students write a draft of a personal statement for a scholarship application.

Adulting

Students discover the skills and knowledge they need to live independently as an adult.

- ✓ **Lesson 1/Discussion Questions – Adulting 101:** students evaluate which skills they have and which they still need to develop in order to live independently.
- ✓ **Lesson 2 – Budgeting and Managing Money:** read the article "What does a university education cost in Canada?". Though the article is geared at post-secondary students, the budgeting advice applies to all young adults.
 - *Discussion Questions:* students create a budget.

Contact us

If you would like assistance in setting up the program with your class, please reach out. We are happy to consult with you, free of charge, via email or by booking a virtual or phone meeting.

Email: e.mentoring@ubc.ca

Phone: 604-827-4197

Meet the eMentoring Staff

Senior administrative coordinator: Parvaneh Rahbar (she/her): Parvaneh is responsible for communicating with and coordinating all of the program's participants. She makes sure the program runs smoothly!

- **Bio:** Parvaneh has completed her Master's degree in Business Administration. Her personal experience as a mentee during the job application process upon arrival in Canada has deeply shaped her appreciation for the transformative impact of mentorship. She eagerly joined the eMentoring team in 2017.



Project manager: Juliet Oshiro (she/her): Juliet oversees the program's design, development, and overall operation, including mentor training, curriculum, knowledge translation, evaluation and partnerships.

- **Bio:** Juliet's background is in science outreach; during and after completing her PhD in biology she created and worked on various science education initiatives. Along the way, she participated in several mentoring programs as both a mentor and mentee, and these positive experiences led her to join the eMentoring team in 2019.



Indigenous initiatives manager: Angela Nash (she/her): Angela provides support for Indigenous students and mentors in the program. She ensures that our program is a safe and inclusive space for Indigenous participants and their communities.

- **Bio:** Angela is Wəlastəkwewiyik (Maliseet) from Sitansisk (St. Mary's First Nation) in Fredericton, New Brunswick. She has been involved with the program since 2019, bringing her vast knowledge of engagement, relationship building, and the "Two-Eyed Seeing" approach to research as well as intellectual property. She is an advocated for the underserved!



Other eMentoring Team Members: The Principal Investigators

eMentoring's Principal Investigators provide strategic advice and direction for the program.

- **Katherine Wisener:** research and evaluation
- **Dr. Blair Stanley:** liaison to our funders (the Joint Standing Committee on Rural Issues), rural liaison.
- **Dr. Sandra Jarvis-Selinger:** program founder and Faculty advisor.