Mentoring the Mentor: Supporting Mentor Outcomes in an Innovative College Student Peer Mentoring Program
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Need

Established 2012 Academic Year

**Mission:** Support CFAES students and strengthen connections with the college and university communities.

**Vision:** Train students to serve as peer mentors who can assist students as they integrate into the CFAES family.

The purpose of the CFAES Peer Mentoring program is to support the development and retention of students who are integrated in the campus community, strong academically, and capable leaders.

- **4 years**
- **165 mentors**
- **845 protégés**
Program Overview

Group Mentoring Model

Mentors assigned to work with a small group of traditional new first year students (NFYS)

Integration: FAES 1100

Seven-week freshmen orientation class

Weekly: one hour lecture, one hour recitation (six recitations offered)

Students assigned to recitations based on initial major selection

4-5 Mentor/protégé groups operate in each recitation section
Mentor Selection

Competitive application and interview process

Minimum Requirements:
• Full time (12+ hours)
• 1+ term completed in CFAES
• Good Academic Standing (GPA >2.5)
• Demonstrated knowledge of college / university resources and opportunities
• Involvement in student organizations
• Commitment and availability for 1 year
2016 - 2017 Cohort Profile

35 mentors
76% Female
67% of CFAES majors represented
1:7 approximate mentor to protégé ratio
Responsibilities

- Participate in all training and planning activities throughout the academic year
- Serve as an FAES 1100 undergraduate Teaching Assistant (TA) during Autumn Semester, facilitate small group interactions with protégés during recitation
- Communicate with assigned group of NFYS by e-mail, text, phone call, or social media in a timely manner
Training

Spring 2016
- Leadership Workshop
- Leadership Training meetings bi-weekly

Summer 2016
- Assignment to group of 5-7 protégés
- First mentor-protégé contact via email

Autumn 2016
- Weekly recitation with protégés
- Training retreat
- Weekly training meetings

Winter 2017
- Biweekly leadership training
- Career-development workshops
Leadership Training
Leadership, Personality, etc.
• StrengthsQuest, VIA Strengths, MBTI
Career
• Resume and interviewing
Cultural diversity
• Intercultural mentoring
Communication
• Written, oral; small and large group; professional and coaching
Educational growth
• Recognizing and reflecting on stages of cognitive development
Psychosocial
• Identifying students in distress
Experiential Learning

- Lead activities
- Weekly training with collaborative brainstorming
- Prompted individual reflection on self and others
- Whole-group debriefing: what worked well, what didn’t, how can we do better?
- Ongoing and diverse opportunities for facilitating dialogue, managing small group dynamics, teaching, leadership inside and outside the classroom
### Experiential Learning: Activities

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Protégé Learning Objectives</th>
<th>Mentor Learning Objectives</th>
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<tbody>
<tr>
<td>Scavenger hunt of important campus resources</td>
<td>• Physical location and availability of campus resources • Navigating the bus system</td>
<td>• Leading teambuilding activities • Creating a positive group atmosphere</td>
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<tr>
<td>“A day in the life of a faculty member” – informal meeting/shadowing of a faculty member</td>
<td>• Introduce students to a faculty member • Roles and responsibilities of faculty members</td>
<td>• Professional communication, one-on-one networking, logistics</td>
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When asked…

“I’ve gained connections to faculty and students I would not have met without the program. I also have gained leadership, interpersonal, problem-solving and organizational skills.”
When asked…

“Working together as a team to decide how we want to present lessons, what activities we want to do, etc. has helped me not only become a better team player, but has also boosted my confidence because I know that Dr. Hattey and everyone else are listening to me and taking my opinion seriously.”
When asked...

“This program is especially helpful to those international students, because study with a secondary language is very hard and everything around them is so different from their own country. A peer mentor can help them a lot to adjust the new environment.”
When asked…

“It is a great opportunity for upperclassmen to get involved, develop leadership skills, and give back to the university. It is also super beneficial for the new freshman because it gives them a friendly, young face that they can feel more comfortable talking to.”
Thank you – Questions?

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