



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

Kaitlyn A. Murray, Jeff A. Hattey, Jeff King



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)

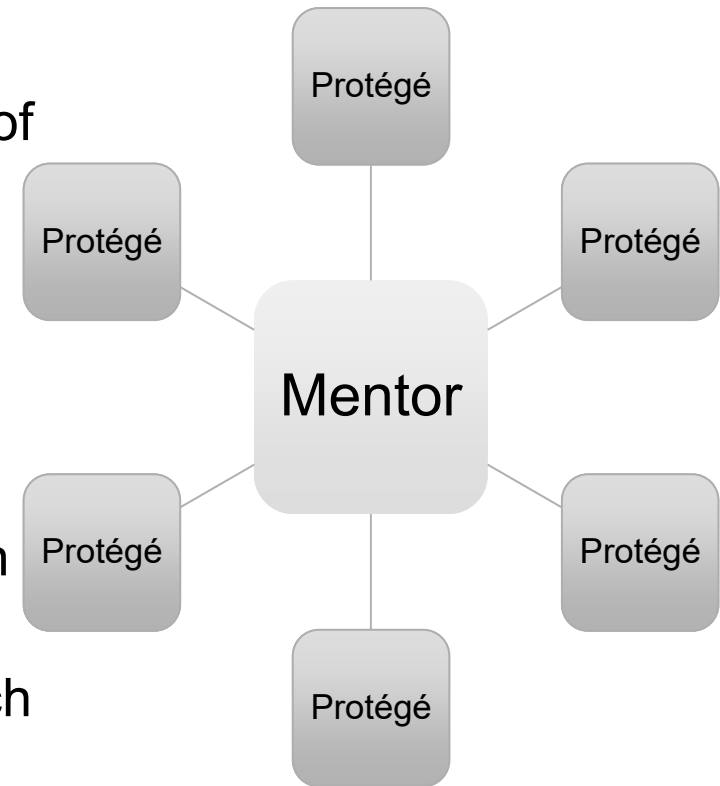
Integration: FAES 1100

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





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

Activity Type	Protégé Learning Objectives	Mentor Learning Objectives
Scavenger hunt of important campus resources	<ul style="list-style-type: none">• Physical location and availability of campus resources• Navigating the bus system	<ul style="list-style-type: none">• Leading teambuilding activities• Creating a positive group atmosphere
“A day in the life of a faculty member” – informal meeting/ shadowing of a faculty member	<ul style="list-style-type: none">• Introduce students to a faculty member• Roles and responsibilities of faculty members	<ul style="list-style-type: none">• Professional communication, one-on-one networking, logistics



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?

Jeff Hattey, Program Administrator

Hattey.3@osu.edu

Kaitlyn Murray, Program Coordinator

Murray.471@osu.edu

Jeff King, OSU Leadership Center

King.20@osu.edu

