

Center for Teaching & Learning

Faculty Fellows 2023

Mentoring Partners

Natalie Moore

Dina Weiss

Pratt

TIMELINE:

Spring 2023

- Developed a plan of action for our research
- Conducted interviews with 20+ participants consisting of Pratt faculty, staff, and students.
- Identified locations where mentoring opportunities happen at Pratt

Fall 2023

- Reviewed research data
- Organized Mentor Share with stakeholders in early October
- Analyzed new data to present for our November CTL Spotlight

QUESTIONS

- What does mentoring look like at Pratt? In what ways do faculty and students already engage in mentoring?
- How can Pratt facilitate a mentor exchange in a non-hierarchical manner to bridge generations and varying levels of teaching and learning experiences?

PROCESS

- **Why Mentoring?**
 - Knowledge Sharing
 - Foster Community
 - Create Inclusive Environments

- **What Types:**
 - Non-hierarchical
 - Peer to Peer
 - Group/Circles

NOTE: The Provost's office has been developing a faculty professional development mentoring program so our research focused on peer to peer opportunities.

APPROACH

- How are students engaged in mentoring at Pratt?
- How do other schools provide mentoring?
- New Ideas for Mentoring at Pratt

FINDINGS

- SGA's Orientation Peer Leaders
- FYE Peer to Peer mentoring
 - Departmental
 - Film/Video has a Peer to Peer Mentoring
- Office of Student Success
 - Peer Tutors
- HEOP/Diverse Scholars
- Pratt Scholars (High School students)
- Writing Center Peer Tutors
- CEI - Peer Leaders

Excerpts from Research:

Finding ways to provide mentoring that is paired with experiences- such as a meal, a trip to a gallery/museum, and to provide more interdisciplinary “hang out” spaces, similar to the Writing Center, were suggested as ways to encourage participation in mentoring programs.

Some participants spoke of a need to identify conceptual frameworks and physical locations for mentoring exchanges. Issues related to sustaining, funding, and staffing were also mentioned.

Mentoring from a non-Hierarchical Perspective

- In our discussions participants did not consider their programs to be “mentoring” per se.
- We aimed to refine the term mentor since it has a hierarchical connotation, implying that there is an expert and novice in the relationship.
- For this reason, we have focused on non-hierarchical relationships where participants feel both as mentors and mentees, a circular learning experience.

Research / Spring 2023

RESEARCH QUESTIONS

- What is your experience with mentorship/ partnership/community building programs at Pratt?
- Have you done work directly focused on mentoring work at Pratt?
- What was successful and what didn't work out the way you intended?
- What were the barriers to continued success?
- Do you see a need for a mentorship program at Pratt that are not being met? How would you envision this ideal program?
- What kinds of mentorship/ partnership programs would you like to participate in for your own professional support and development?

AICAD Fellows

Gweny Jin (Interiors), Gloria Fan Duan (Foundation), Lipika Bhargava (Fine Arts)

- A formal mentorship was not set up as part of their experience.
- All benefited from the network provided by AICAD with other fellows and the engagements at the AICAD conference.
- All would like to have had some sort of community building mentoring programming.

Brian Brooks, Adjunct Associate Professor, CCE in the Foundation Department

“Be conscious of how we are all teaching each other”

Brian is involved with Pratt Scholars (faculty to HS student) and SPARK (faculty to faculty) serving as facilitator.

SPARK facilitates faculty presentations to other faculty and students about something cool they are doing in the classroom, enabling knowledge sharing amongst peers.

With young scholars success has been when students who don't see themselves as leaders in the classroom flourish in the opportunity to become mentors.

Allison Druin, Vice Provost for Research and Strategic Partnerships

Set up co-mentoring and peer mentoring circles at University of Maryland & Pratt research mentorship program.

Believes that everyone benefits from mentoring, the higher up you go in your career, the more essential.

We need to spread it so it's not just research - or CTL - should be mentoring for academic advancement and success.

Center for Teaching & Learning

Judit Torok, Director Center for Teaching and Learning

Maura Conley, Learning Designer at the Center for Teaching and Learning

Mentorship programs should have a clear goal and have methods of sustainment in the long game.

Benefits need to be mutual.

Mentorship is more beneficial in a small group than one on one, as there is a hierarchy in typical mentor programs which can reinforce bias, should be small group with everyone learning from each other, willingness to be vulnerable.

Emma Legge, Director of Student Involvement

Students are interested to be more involved, they receive 80 applications for 50 spots for orientation leaders, RAs, etc.

Would like to add mentoring as a position through student involvement after completing the 5 week Connections class.

Some students work with affinity based mentoring groups for incoming students.

Interest in having an interdisciplinary "exchange" with faculty, students, and staff in different roles/departments.

STUDENT GOVERNMENT ASSOCIATION- SGA Student Leaders

Some students had experience with mentoring either through L/AC peer tutoring or through CCPD.

ComD is starting a pilot in the fall, spearheaded by a current senior student.

Graduate Arts Management offers mentorships with professionals in the field.

A few SGA leaders are also RAs who serve an unofficial mentorship role in the dorms.

Some felt 1 on 1 mentoring was better for building trust and relationships, others felt that small groups would be better for accountability and a range of experiences.

Mentorship was also an idea discussed during the Connections Leadership class this year for all first year and international students.

Student Success Center

Heather Shpiro, Director of Student Success

“How can mentoring tap into already existing program structures- like RA’s, Peer Advisors, Tutoring?”

Student Success Center has academic tutors, who serve as mentors.

A new 20 student pilot program for first years, who are paired with upper class students.

Plans for a First Generation mentoring program.

Time is a challenge for Pratt students, programs need to have a clear benefit to participate. Recommends using a tracking system like Starfish for this too.

The Writing Center

Randy Danowitz, Director of the Writing Center

“Pratt needs a location - more space and broader acknowledgment for these types of mentoring - community engagement spaces for students and faculty to hang out.”

Set up welcoming spaces for spontaneous mentoring and support.

Space should be comfortable for faculty and students to hang out and talk informally.

There should be more ways for Graduate students to feel more connected.

The Writing Center

Tutors: Isa, Juna, Avi, Xeru

The students feel grateful to have found the Writing Center, have formed bonds and friendships with students at different levels and different departments as well as alumni and professors.

All felt a benefit from the opportunity to mix with students and faculty.

None had participated in formal mentoring programs and feel clubs are a good place for informal peer-to-peer mentorship.

They would like more informal spaces at Pratt that are interdepartmental.

Diversity, Equity, & Inclusion

Jazmin Peralta, Executive Director of DEI

Engaged in lots of discussions at Pratt about different types of faculty/staff mentoring programs and issues with equity, training, and long term sustainment.

With all these types of programs, where do they live after the folks that started them move on? How can we ensure equitable experiences for all? How can we grow them?

Vivian D'Andrade, Director of DEI

On the new Mentorship Task Force in the Provost's office.

Jah Davis, Assistant Director of DEI

Oversees the CEI Peer Leaders, a work-study program that provides support for students. Students are not labeled as mentors but they end of serving in this way.

Film/Video

Kara Hearn, Chair of Film/Video

Wendy Margulies, Assistant to the Chair of Film/video

Running a student to student peer mentoring program for the past 3 years.

Mandatory for 1st year students and voluntary for upper class students.

Began program began after students complained about cliques and how hard it was to network with older students.

Began faculty to faculty mentoring with retired faculty member and former chair who wished to stay involved.

Donna Heiland, Provost

Co-mentoring and mentoring circles in Research Leadership mentoring program was very successful. Need to set goals on what we want a mentoring program to be. How can we integrate into the work at Pratt and not an add-on for faculty? What is realistic in the long-term?

Chris Sula & Laurel Voss, Associate Provosts

Researching Faculty Mentorship and Professional Development programs. Hoping to offer mentoring for any faculty who want it - piloting next year. Looking to have a variety of different programs for different wants/needs.

Recently launched the new initiative.

Provost Faculty Survey and Next Steps for Faculty to Faculty:

In the Spring of 2023, the Provost's office surveyed faculty about their interest in mentorship. Of the 1,200 current faculty at Pratt, 187 completed the survey.

Pratt joined the NCFDD as a resource for each faculty member.

Provost Task Force on Faculty Mentorship

Laurel Voss

Chris Sula

Maura Conley

Allison Druin

Peg Fox

Vivian D'Andrade

Uzma Z. Rizvi

Jason Vigneri-Beane

Holly Wilson

The screenshot displays a website interface with three main sections: "Start Learning", "Core Curriculum", and "Next Event".

- Start Learning:** A card titled "Live on Zoom: Every Semester Needs a Plan" by Joy Gaston Gayles, PhD, dated 22nd January, 2024. It features a "1/10" indicator and a "Watch Now" button.
- Core Curriculum:** A card for the "Spring 2024 Faculty Success Program" featuring a woman working on a laptop. It includes a "View Details" button.
- Next Event:** A card for a "Guest Expert Webinar: Faculty Success Program Preview Webinar: 5 Secrets to a Super-Productive Semester" by Rachel McLaren, PhD, on Wednesday, October 18, 2023, from 2:00pm to 3:30pm ET. It includes a "View Details" button.

Below these sections is a banner for the "Faculty Success Program" with the text: "Registration Now Open for the Spring 2024 Faculty Success Program". The banner features a background image of a woman smiling while looking at a laptop.

In the Circle

Organized by Gabriel Cohen

In the Circle facilitator since 2017

Adjunct Associate Professor w/ CCE, The Writing Program
and Writing Across the Curriculum

NO LONGER FUNDED as of FALL 2023

In the Circle was a series of very informal monthly meetings for Pratt faculty. It was created several years ago especially to give new and part-time faculty a chance to find a sense of community at the Institute, but many full-timers also participate.

The meetings are for faculty from all departments, and are run by faculty. They provide a confidential forum for us to meet each other, share tips about teaching, learn about resources, and get advice.

Fall 2023 / NEXT STEPS

Center for Teaching & Learning

MENTOR SHARE

Participants:

Kara Hearn, Chair of Film/Video, and Wendy Margulies, Assistant to the Chair of Film/Video

P. Aurora Robinson, HEOP Sr Counselor/Academic Support Coordinator

Emma Legge, Director of Student Involvement

Andy Fulton, Associate Director and Coordinator of Parent and Family Programs

Heather Shpiro, Director of Student Success

Randy Donowitz, Director of the Writing Center and Peer Tutors

An opportunity to learn how mentoring happens at Pratt for faculty, students, and staff and explore ways for new mentor exchanges.

Organized by 2023 Center for Teaching & Learning Fellows
Natalie Moore and Dina Weiss

TUESDAY
OCTOBER 3, 2023

In the Student Union
From 12:30 – 1:30 pm
Refreshments will be provided.

Pratt



Film/Video Mentor Program



- Students found it hard to meet other students in different levels and social groups, **it can be difficult to make connections**, which left some students feeling alienated and unsupported by their peers.
- The program **provides an formal framework** to help students engage in a range of capacities such as production assistants and directors.

Kara Hearn, Chair of Film/Video

Wendy Margulies, Assistant to the Chair of Film/Video

Film/Video Mentor Program

“Participating made me feel very, very welcome and **allowed me to gain advice from someone that already went through what you're about to go through.** And you gain a lot of tips for not only tips on film, but things to do as well as you go through from different classes from working with different teachers to managing your workload and working with other people.”

- Laura Priale Chirinos, first year film student

“It was **definitely a good experience working with new or younger filmmakers.** Lara and Melanie, my other mentee, both helped me out with my junior thesis, which was huge. And I feel like I kind of got lucky with the team, both super communicative”

- Evan Rivard, Senior year film student



The Writing Center



Mentorship at the Writing Center takes several different forms, **both formal and informal**.

We have a small number of peer tutors, those peer tutors get training from the senior staff member, and there is a mentoring relationship there. And then there's the actual peer tutoring relationship and mentoring that goes on there.

With the Writing Center, the idea is that we've tried to create a safe, welcoming learning community for students, faculty, staff, administrators, come in and all these people from all these different sort of statuses in the institute are comfortable, encouraged to come in and interact with each other in a **nonhierarchical way**, which I think is really, really important.

Mentoring moves in all directions. It's not just top down, which is really important from my point of view, **we learn as much from students as students learn from us**, and that's critically important to us. But this kind of activity is ongoing. It's evolving daily and it is entirely unplanned, and that's really, really important.

- Randy Donowitz, Director of the Writing Center

The Writing Center

“I've learned just as much, I was invited to a student's graduation because I developed such a strong relationship with them. It was two and a half years working with the **same student who went out of her way to book appointments with me exclusively**, it goes beyond tutoring, it's like friendship, like sisterhood.” - Isa Yehya

“I think that **there's some real community building here**. And the way that mentorship happens organically when you have this space to allow for communities to meet.”
- Aviel Follett



Student Involvement / Orientation Mentoring

“Over the summer, we have Zoom meetings around **community building hosted by students** around major, affinity groups, identity, part of the world that you're perhaps moving to Pratt from, or things that you're hoping to do at Pratt. Our students manage those and the students can keep in touch with each other and with the orientation staff.”

“Our orientation staff, comes back two weeks early before the start of the semester and have a group of first year students that they then work with, usually not in their major, at least not intentionally, may not be the same affinity groups or anything, but they're the **students working in peer to peer contact** and we encourage that, throughout. We don't have a formalized program to keep them going throughout the school year, though, that is sort of on the table as an ongoing job.”

- Emma Legge, Director of Student Engagement



HEOP / Diverse Scholars

“We have a peer mentor, usually three now that take care of the students during the summer over five weeks. For HEOP orientation, students are in the same dorm and they provide whatever support they need. And we're **always promoting interdisciplinary actions and opportunities.**”

“During the year, the **peer mentors see our students regularly** from week to week to bi-monthly and as needed.”

- P. Aurora Robinson, HEOP Sr. Counselor / Academic Support Coordinator



Student Success Center / Peer Tutors

“All of our peer tutors go through formal training. One of our interview questions is: **What do you think you could get out of being a peer tutor?**”

It is so relational, **they learn so much from the students.** It helps the tutors become better communicators and better educators. They learn their own course material better.

I've had peer tutors tell me they've decided they want to **become a professor just based on the experience.**”

- Heather Shpiro, Director of the Student Success Center



NEW Ideas

Student to Student

First Year Experience (FYE)

- **Orientation Peer leaders:** Expanded to year in a mentoring group for First Year's.
 - *Connect with New Advising Course - First Year Seminar
- **Major Peer Mentors:** bridge Juniors/Seniors with First Year's in each area.
- **Interdisciplinary Peer to Peer:** Students from different areas, can assist each other out with projects in need of different skills. Example: Graphic design students share insights and skills for creating posters.

Faculty to Faculty

- **Pedagogical Mentor Exchanges:** Focus on creative thinking and making skills
- **Interdisciplinary Circles:** Exchanges of ideas and resources and help with classroom issues
- **AICAD Mentor Group:** Cultivating community with new peers, provide support for settling into Pratt and become mentors for students interested in the program.

- **Bridge Mentoring** with current students to support professional development opportunities
- **Peer Mentoring Groups** to share experiences in both formal and informal ways and support professional development opportunities

What do we need to do create a mentoring program?

How can these mentoring opportunities be organized?

- Determine stakeholders, participants, and support for staff
- Identify funding and budget needs
- Clear communication of time and benefits for participation
- Find locations which can be used on a regular basis

How can these mentoring opportunities be sustained?

- Set up the support staff and enlist participants
- Funding for staff and participants included in department budgets
- Prioritize a set space/location for meetings

Key Takeaways

- Overall consensus is that mentoring is important
- A desire for more opportunities to work in lateral groups
- How to make Pratt's current mentoring opportunities visible and accessible to all
- A lot of our parallel colleges offer a wide range of mentoring for students and faculty

Points to consider:

- How does mentoring provide a sense of belonging?
- How can mentorship experiences positively impact mental health?

Additional Research

**Mentoring Examples at
other schools:**

SMITH COLLEGE.



PACE
UNIVERSITY



SKIDMORE



FYE (First Year Experience)

Queens College

First Year Experience

“FYE Peer Mentors are trained to help new freshmen and transfer students acclimate to life at Queens College. They facilitate workshops, provide one-on-one academic support, and guide you in the right direction for answering any and all QC questions.”

Skidmore College

Peer Mentors in First-Year Experience

Peer mentors serve as models for first-year students, as they engage in creative, intellectual inquiry. Mentors' experience as more advanced students, selected both for their academic achievement and their ability to steer their students to effective engagement, makes them a powerful mechanism for enhancing the education of new Skidmore students.

Peer mentors bridge the space between the classroom and the residence hall. They serve as academic and social role models and they support the transition to college by encouraging new students to integrate into the larger community of scholars through the promotion of academic and co-curricular opportunities. Peer mentors act as liaisons between Scribner Seminar faculty instructors and administrative staff. Peer mentors make themselves available to new students regularly throughout the semester.”

Clark University

All first-year students are participating in [Clark Navigator](#), which through various activities introduces students to the full array of campus facilities, academic resources, social and co-curricular life, and events at Clark and the Worcester area. During the fall semester, each first-year student meets weekly with a cohort of 10 to 15 fellow students and a peer mentor – an upperclass student dedicated to guiding them through their first months of college.

Hamilton College

The First-Year Experience (FYE) Program aims to create spaces and opportunities for new students to connect with the campus, explore new interests, and engage with a variety of people and ideas.

International Students

Rhode Island School of Design (RISD)

International Peer Mentors

Peer to Peer mentoring for International students

WHO: RISD OISS is excited to introduce our International Peer Mentor Team as a new initiative to support the international student experience. The mentor team is comprised of two graduate and five undergraduate students.

WHAT: Peer mentorship and support is something that international students have requested as a resource and a guide to navigating the international student experience at RISD and in the US. The International Peer Mentor offering will provide international students with assistance throughout their time at RISD. The drop-in hours are open to any student who considers themselves part of the international student community.

Clark University

International students mentor peers

The volunteer program, created by ALCI Program Coordinator Carissa Leung, pairs returning international students from across Clark's undergraduate and graduate programs with new students in ALCI's [English for Academic Success \(EAS\)](#) program. "We know that students are much more comfortable meeting with, and asking questions of, their peers," says Leung.

"The program focuses on the importance of making connections," she explains. "One of our main goals at ALCI is always to make connections across campus and to build a sense of community for international students on the Clark campus. We want new students to feel that they are a part of Clark as they begin their academic journeys with us. The mentors recognize what is important for new students to know."

Peer to Peer (Students)

Savannah College of Art & Design

Mentor Program

“Connect with a mentor who will provide guidance through holistic, compassionate, and caring peer-mentor relationships.”

Elon University

Mentoring in Meaningful Relationships

“Whether they begin in the classroom, at a campus job, in an organization or residence hall, mentoring relationships have a lasting impact on faculty, staff and students. They often define mentors’ and mentees’ Elon experience.”

Brooklyn College

Pairing experienced students with freshmen in First-Year Learning Communities, the Peer Mentoring Program enhances the experience of first-year students.

Fashion Institute of Technology

The *ITM Mentoring Initiative* provides a connection between students' academic goals and the professional paths they pursue. Mentoring focuses on developing relationships and resources to help our students succeed.

- **Student mentors** guide their ITM “mentee” peers through the challenges of balancing academic and professional responsibilities, offer valuable input on the ITM major and related courses, and provide mentees with access to a job-related network after graduation.

FIRST GENERATION

School of the Art Institute of Chicago

First Generation Students Fellows

The First-Generation Fellows program at SAIC provides a holistic engagement experience for SAIC's incoming, first-generation students (meaning their parents or guardians did not graduate from college). The Fellows program aims to provide opportunities for students to engage with the campus community and learn the skills necessary to be successful in college and beyond.

- Structured support from a faculty mentor and peer mentor.
- On-campus employment coupled with intentional support and supervision.
- Engagement opportunities with peers to increase a sense of belonging.
- Regular workshops focused on accessing resources and achieving academic success.

These opportunities seek to help the Fellows feel connected to the community, engage in the academic, artistic and social experiences at SAIC and help when needed.

FACULTY TO FACULTY

Colleague-to-Colleague Mentorship Program

- Research has shown that participation in a formal mentorship program has a significant impact on a faculty member's personal, social and professional sense of well being.
- It is a “powerful predictor of ‘good starts’ for new faculty” as well as results in “more advanced professional skills, higher levels of research [and creative practice] productivity, and greater career achievement.” (Boice 2000)
- Formal mentoring also delivers benefits to senior faculty, revitalizing their approaches to teaching, research and creative practice, and leadership and recognizing their experience and expertise. (Tauer 1996, Martin 2002) Faculty new to the university are particularly encouraged to request a mentor.

**The New School
*Colleague-to-Colleague
Mentorship Program* creates
purposeful matches
between colleagues to:**

- Promote a sense of community among teachers-scholars-practitioners
- Offer developmental support for teaching and research/scholarship/creative practice
- Encourage all faculty to achieve their full potential
- Promote collegiality and a sense of shared community
- Provide a resource outside of departmental/program hierarchies

Smith College - Teaching Mentors

All departments/programs with tenure-track faculty members, renewable lecturers, or renewable laboratory instructors are to have mentoring plans, which include the following minimum requirements. Early in the fall semester, the department chair assigns at least one senior colleague mentor for each junior faculty member.

Smith College - Teaching Mentors

Every semester, the Sherrerd Center sponsors a variety of Teaching Circles in which faculty and teaching staff come together to discuss a teaching topic of shared interest. These have proven especially useful over the past several years, and we encourage faculty and staff members to consider leading or participating in a Teaching Circle this semester. The Sherrerd Center arranges for Teaching Circles to meet on some specific Fridays from 12:15 until 1:15 p.m with lunch available at noon, so please RSVP on the forms provided (when posted), as it will help provide a more accurate count for lunch and seating.

- Fall 2023 Teaching Circle:
- Algebra Skills Across the Curriculum
- Big Questions Circle
- Let's Talk OERs!
- NTT Faculty Circle
- Teaching in the Time of ChatGPT/AI
- Teaching Languages Circle
- Trauma-Informed Pedagogy: A Practice for Equity, Inclusion, and Resilience
- Ungrading Teaching Circle

Alumni Mentoring

Fashion Institute of Technology

The *ITM Mentoring Initiative* provides a connection between students' academic goals and the professional paths they pursue. Mentoring focuses on developing relationships and resources to help our students succeed.

- **Alumni mentors** deepen their own leadership skills and professional networks while enhancing the image of the ITM department and the Fashion Institute of Technology.

Additional Research in Support of Mentoring Opportunities in lateral and non-hierarchical ways.

Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice in Undergraduate Education,” 1987

Among Chickering and Gamson’s “seven principles for good practice in undergraduate education,” peer mentoring programs support all but the first principle:

“Good practice in undergraduate education . . .

- Encourages contacts between students and faculty.
- Develops reciprocity and cooperation among students.
- Uses active learning techniques.
- Gives prompt feedback.
- Emphasizes time on task.
- Communicates high expectations.
- Respects diverse talents and ways of learning.²⁸

Chickering and Gamson are especially relevant to peer learning schemes like curricular peer mentoring because they acknowledge the influence of peer support roles several times in their article: they write that student-faculty contact can be facilitated by “a student peer”; that “peer tutors” can encourage cooperation among students; and that “peer critiques” can encourage active learning.²⁹

- *Developmental psychology theories by Vygotsky, Piaget and sociolinguistic theories by Gee* are relevant.³⁵ These theorists each articulate important roles for peers and near-peers in the learning process, although they tend to focus on learning in childhood rather than learning in postsecondary contexts.
- *Cognitive learning theories such as Bloom's Taxonomy* (and the 2001 revision of the taxonomy) can help structure and evaluate peer mentoring interactions.³⁶
- *Collaborative learning theories by Bruffee* provide a social constructivist perspective on postsecondary education in which peer learning integrates development of subject-matter knowledge together with critical thinking and discourse skills.³⁷
- *Lave and Wenger's theories of situated learning* are relevant to understanding mentorship and peer mentoring in social, organizational contexts.³⁸ *Wenger's approach to communities of practice and learning communities* helps one understand the organizational dynamics of programs that aim to foster both learning and community.³⁹
- *Theories and pedagogies of service-learning*, are partly applicable to the education of peer mentors when it takes place within a credit course, as an instructor guides them to connect their peer mentoring *service* and academic *learning*.⁴⁰
- *Theories of graduate student mentoring and development* may be relevant to aid faculty members and departments to support of graduate teaching assistants in teaching teams including curricular peer mentors.⁴¹

These and other theories can deepen understanding or develop hypotheses about how and why curricular peer mentoring programs work or encounter challenges. They may also provide rationales for programs' aims, design, and research efforts.

Further Research on the Benefits of Mentoring Opportunities:

<https://files.eric.ed.gov/fulltext/EJ1138947.pdf>

<https://www.stjohns.edu/news-media/johnnies-blog/power-peer-mentorship-guide-college-students>

<https://www.liberalartscolleges.com/wp-content/uploads/2017/12/The-Role-of-Mentoring-in-College-Access-and-Success.pdf>

<https://www.insidehighered.com/news/2021/10/22/college-mentor-relationships-reach-savvy-students-most>

<https://www.bestcolleges.com/blog/college-mentor-student-success/>

<https://www.bestcolleges.com/blog/college-mentor-student-success/#:~:text=According%20to%20MENTOR%2C%20at%20risk,than%20those%20without%20a%20mentor.>

**Research in Support of Mentoring
Opportunities in lateral and non-hierarchical
ways.**

5 Benefits of Peer Mentorship in College:

- **Social and Academic Connections**
- **Improved Communication Skills**
- **Goal Development Guidance**
- **Understanding and Reassurance to Build Confidence**
- **Resume Building for Professional Development**

From the [National Society of Collegiate Scholars](#)

What Is Peer Mentoring and How Does It Benefit Students?

Meant to help first-year students transition to college, peer mentoring offers a plethora of benefits for both mentee and mentor.

"Mentors support mentees during their education or career journeys. And the benefits of mentorship are clear. At the college level, students who work with mentors experience less stress, participate more, and perform better in classes. But mentors don't need to be professors, advisors, or alumni to help college students. In fact, peer mentoring offers many of the same benefits that other forms of mentorship do."

"So far, students have reported that the peer mentorship program decreases their stress and makes them feel more connected to the campus community."

From [Best Colleges](#) by Genevieve Carlton, Ph.D. Published on January 13, 2022

Bain's "natural critical learning environment":

These are challenging yet supportive conditions in which learners feel a sense of control over their education; work collaboratively with others; believe that their work will be considered fairly and honestly; and try, fail, and receive feedback from expert learners in advance of and separate from any summative judgment of their effort.³¹

- *What the Best college Teachers Do*, Ken Bain