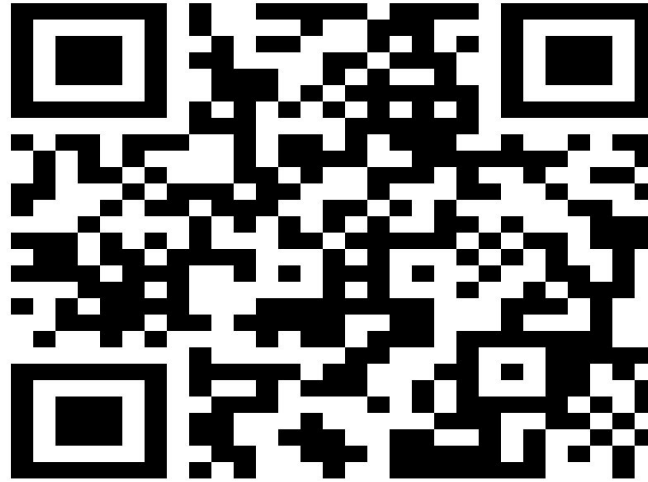# A Strength-Based Peer Mentoring Model:
Preparing Students to Thrive as Global Leaders

Duncan, S. S.

CUSH Mentoring & Consulting

Bucknell University, Clinical Staff Psychologist, Emeritus

QR CODE

To access slides & session evaluation, check in using the conference app.

Email: drshallary@gmail.com
LinkedIn: Shallary Simmons Duncan, PhD

MENTORING
INSTITUTE

The WHY?

- Introductions & the "why?"

- Three major themes:
  - Personal commitment & experiences—15 years serving the university

  - Student experience & needs of the students

  - Institutional commitment to diversity, inclusion and equity

MENTORING
INSTITUTE

Family & Community DNA: Natural Mentoring

Hurd, N. M., & Sellers, R. M. (2013). Black adolescents' relationships with natural mentors: associations with academia engagement via social and emotional development. *Cultural Diversity and Ethnic Minority Psychology, 19*(1), 76.   4

Students' experiences

Sue, D. W. (Ed.). (2010). *Microaggressions and marginality: Manifestation, dynamics, and impact*. John Wiley & Sons.

Bucknell University

STRATEGIC PLAN:

"Building and sustaining a diverse community in which all students, faculty and staff experience a sense of belonging supported by a foundation of inclusion, equity and access."

University Enrollment Data, 2023

Asians 5%, Blacks 4%, Hispanic/Latino 7%, Internationals 5%, Whites 75%, Multiple Race/Ethnicities 4%
Total 3846 undergraduates w/ 46 graduate; 91% retention for first year & 89% graduation rate within six years

Bucknell University Enrollment

DUNCAN 10/25/2023
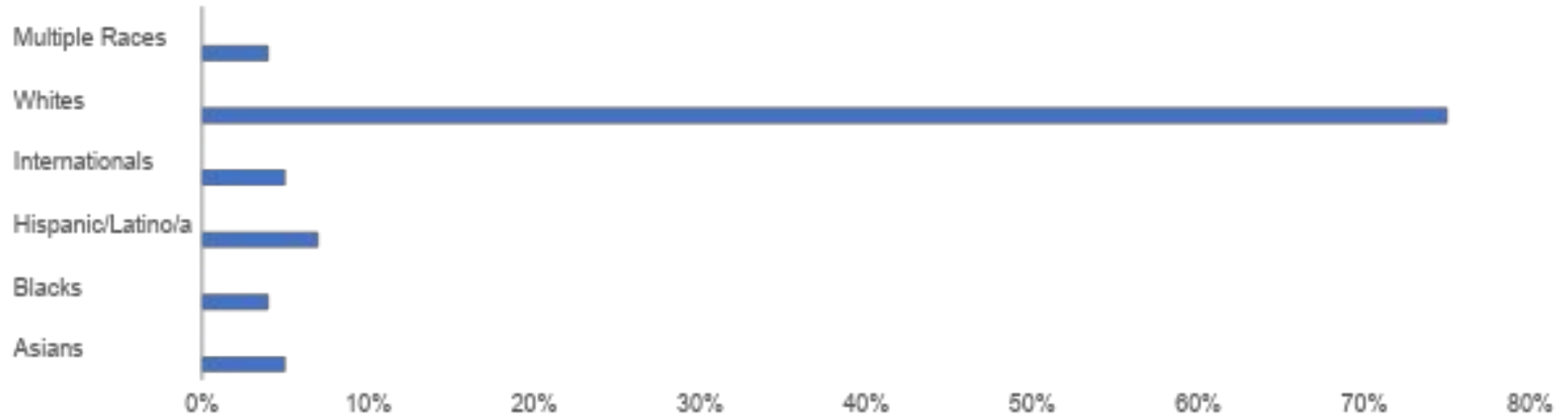
Together Everyone Achieves More (T.E.A.M.) Peer Mentoring Program

Program Facts:

- Launched 2009 in collaboration with MSS

- Inaugural class nine mentors and ten scholars

- Served hundreds of students from marginalized backgrounds over the last 14 years

- Continues to excel under the leadership of Marcus Scales; 43 scholars and 34 mentors

- Adapted at different institutions

MENTORING INSTITUTE

DUNCAN 10/25/2023

Together Everyone Achieves More (T.E.A.M.) Peer Mentoring Program Overview

Core Tenets of T.E.A.M.

MENTORS: Recruited Interviewed Salaried Trained	SCHOLARS: First year underrepresented students Self-select to participate	COMMUNITY & BELONGING: Students engaged in formal/informal events	ASSESSMENT: Collected over three-year period

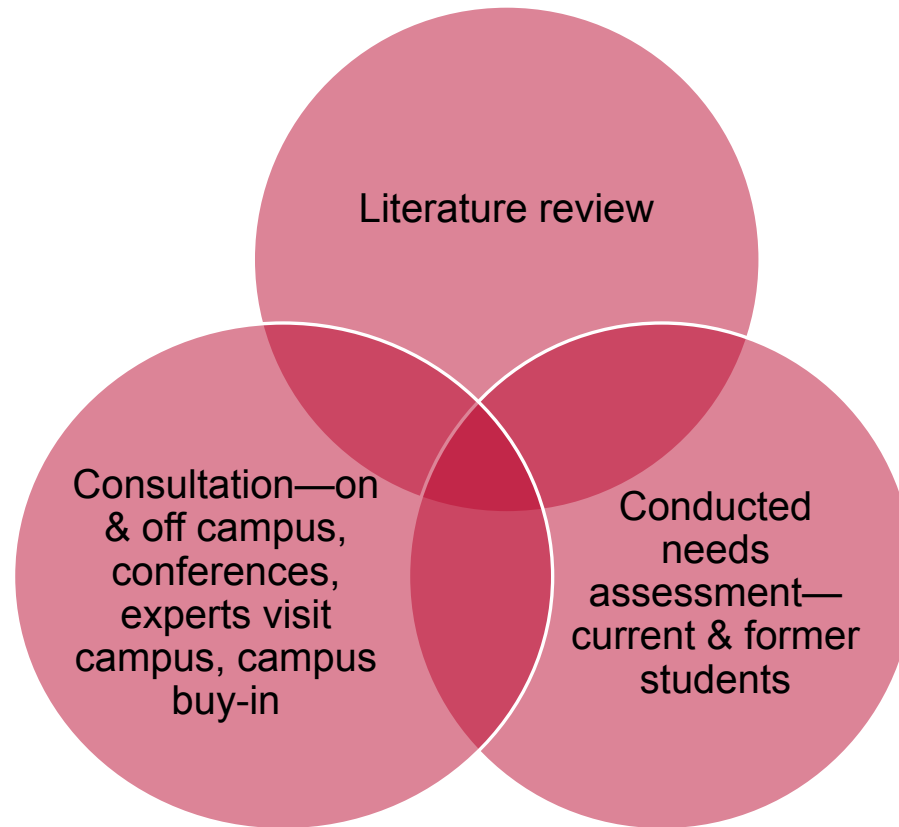MENTORING INSTITUTE

Institutional Infrastructure

Peer mentoring programs are one component of a multi-layered plan that provides a pathway to enrich the educational experiences for all students. Diversity benefits everyone.
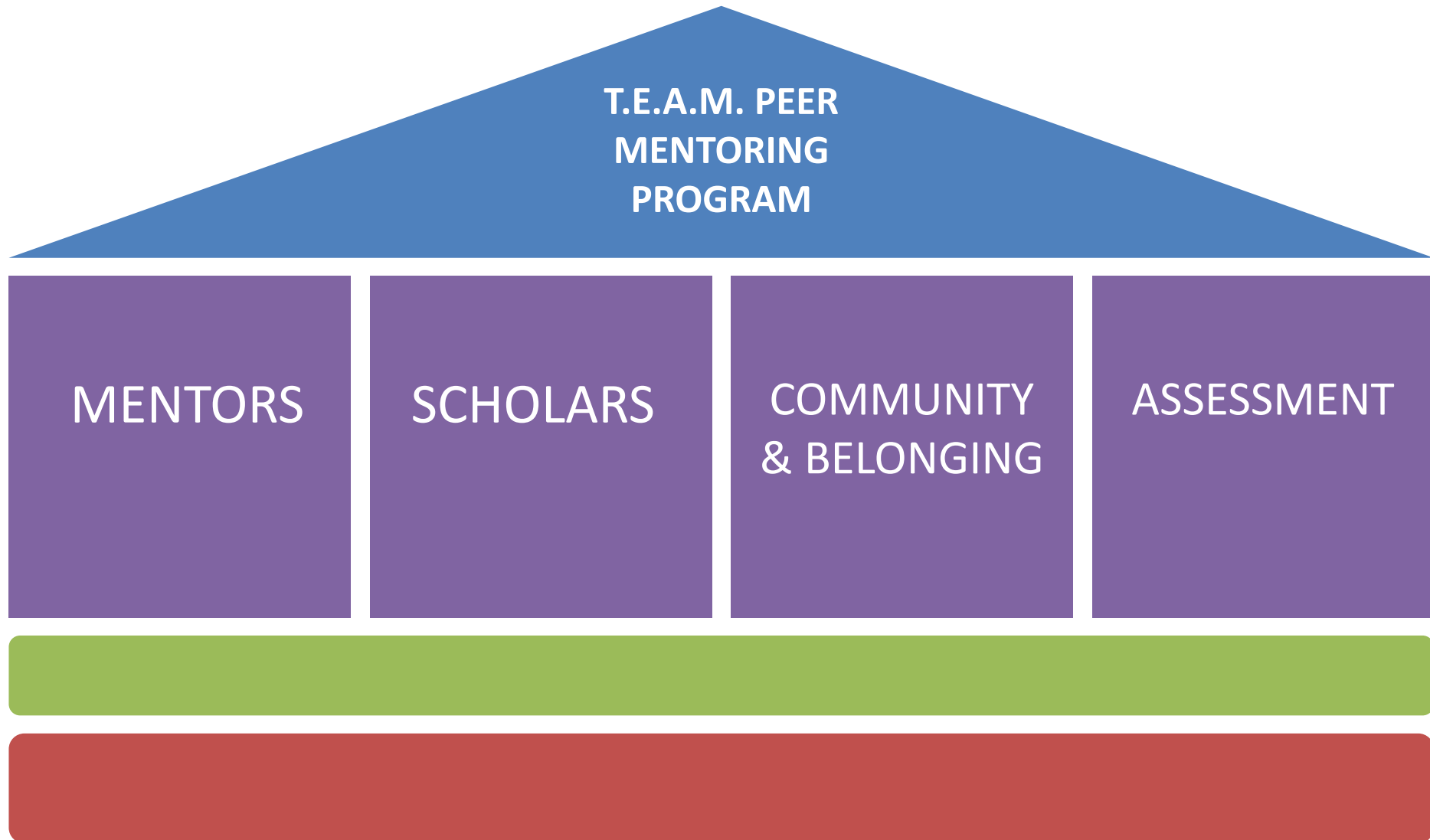
Hussain, M., & Jones, J. M. (2021). Discrimination, diversity, and sense of belonging: Experiences of students of color. *Journal of Diversity in Higher Education*, *14*(1), 63.
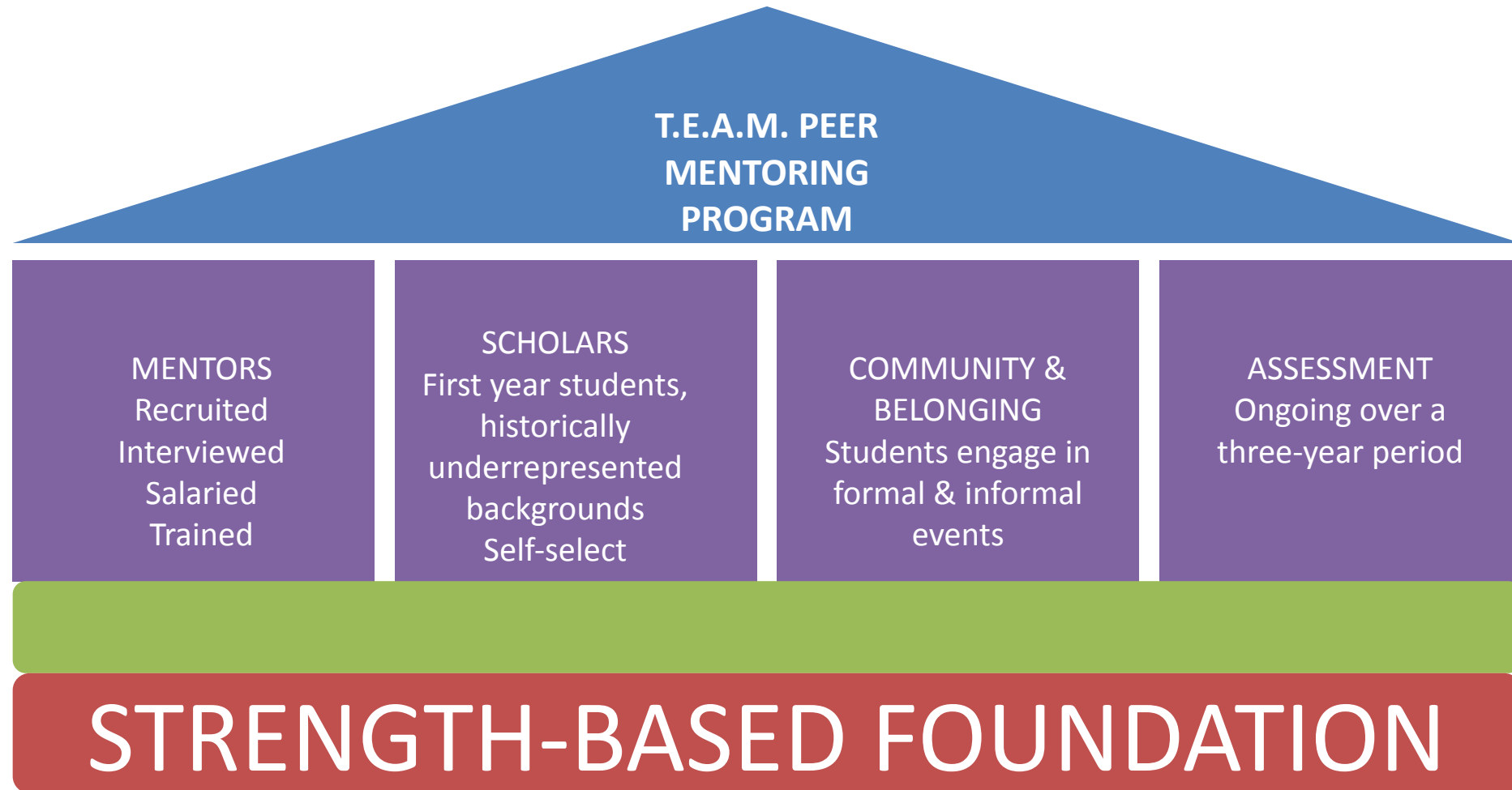
MENTORING INSTITUTE

DUNCAN 10/25/2023

Small Beginnings…

Literature review

Consultation—on & off campus, conferences, experts visit campus, campus buy-in

Conducted needs assessment—current & former students

big things often have small beginnings.

@| QuotationsLab

DUNCAN 10/25/2023

PROGRAM CORE PILLARS

T.E.A.M. PEER MENTORING PROGRAM

MENTORS

SCHOLARS

COMMUNITY & BELONGING

ASSESSMENT

CORE PILLARS

T.E.A.M. PEER MENTORING PROGRAM

MENTORS
Recruited
Interviewed
Salaried
Trained

SCHOLARS
First year students, historically underrepresented backgrounds
Self-select

COMMUNITY & BELONGING
Students engage in formal & informal events

ASSESSMENT
Ongoing over a three-year period

STRENGTH-BASED FOUNDATION

Schreiner, L. A., & "Chip" Anderson, E. (2005). Strengths-based advising: A new lens for higher education. *NACADA Journal*, *25*(2), 20-29.

Mentor Recruitment & Interview Process

Recruitment Process—program staff met with faculty/staff

Interview Process—mentor salaried; min. GPA 3.0

Lesson Learned: students request role-play

Recurring theme—boundaries
- romantic attraction
- acknowledge power differential
- complex scholar issues (value of referral)
- self-care

MENTORING INSTITUTE

Mentor Training

Students Helping Students, Newton & Ender, 2nd Ed.

Cultural Competence

Empathic Listening

Sexual trauma & marginalized students

Self-care & boundaries

Ethics & Team building

MENTORING INSTITUTE

DUNCAN 10/25/2023

Community of Scholars
"thriving, not simply surviving"

MENTORING INSTITUTE

Community & Belonging

Assessment
Ongoing process

- Clarify rationale & outcomes

- Commit to gathering qualitative and/or quantitative data

- Identify appropriate assessment tools

- Conduct pilot study outcomes & review results

- Examine conclusions—observe data themes

- Create data-informed program adjustments

- Recommend future program direction

MENTORING INSTITUTE

T.E.A.M. Three Year Pilot Study

INCOMING 1ST YEAR 2009, 2010, & 2011

Demographics—110 first year

- 38 scholars

- 40 white students—control group

- 32 US minority—control group

ASSESSMENT INSTRUMENTS

- Student Adaptation to College Questionnaire

- Multidimensional Self-Esteem Inventory

- Intercultural Development Inventory

- Grade Point Average at end of 2nd semester

- T.E.A.M. Program Feedback Survey

Duncan, S. (2023). *A Strength-based Peer Mentoring Model: Preparing Minoritized Students to Thrive as Global Leaders* [Manuscript in preparation].

MENTORING INSTITUTE
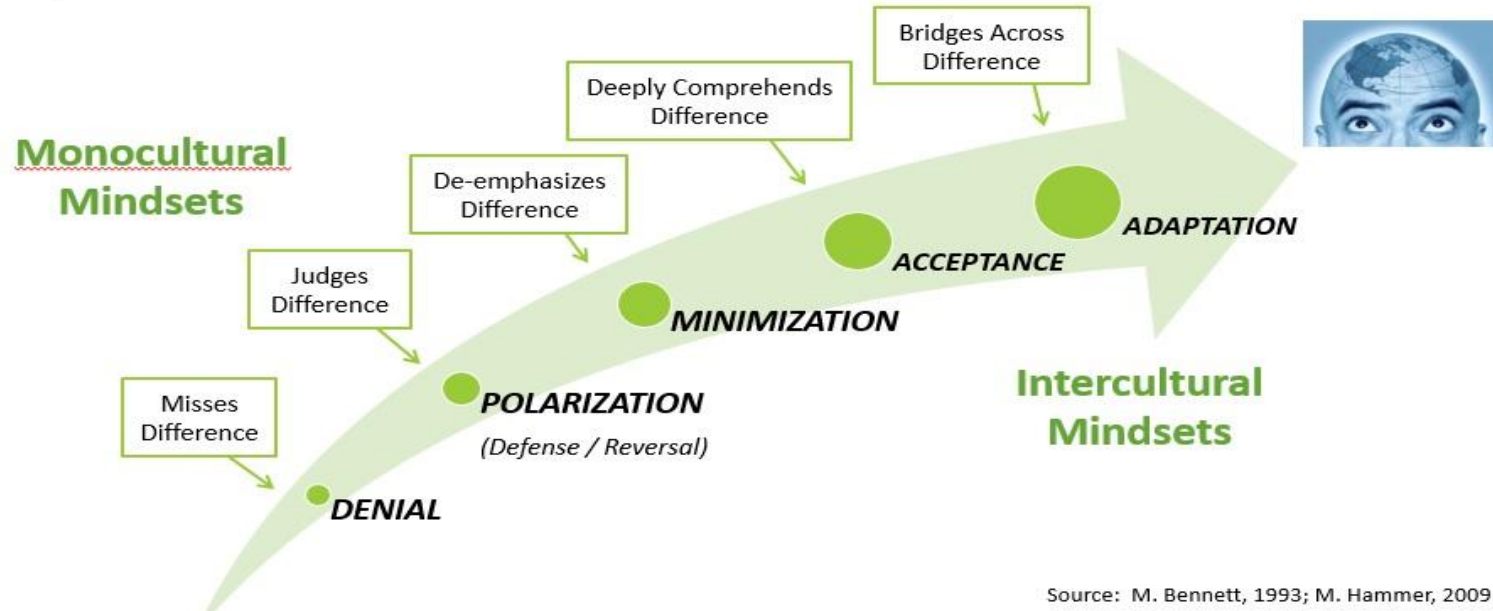
Intercultural Development Inventory

Hammer, M. R., & Bennett, M. J. (2009). The intercultural development inventory. *Contemporary leadership and intercultural competence, 16,* 203-218.

DUNCAN 10/25/2023

T.E.A.M. Pilot Study Results

- Obtained strategies to cope with college life

- Developed an affinity to the university & acquired a feeling of belonging

- Coped with "lack of diversity" & race-based bias

- Experienced validation and empowerment

- Acquired knowledge & awareness of student/academic life

- Revealed scholars & US minority students provided responses consistent with intercultural perspective while white students were inclined to articulate a monocultural or parochial worldview

- Supported the hypothesis that students of color enter university with a host of strengths, e.g. cultural capital

- Highlighted two scholars' sentiments: mentor busy schedule & preference for same-race mentor

DUNCAN 10/25/2023

Future Direction

- *Start small and build your program contingent upon resources.* "If it's not in the budget; it's not in the plan." (Gray, 1998) Programs that are underfunded are vulnerable.

- *Revisit your program's goals periodically.* Align your goals with the institution's strategic plan which promotes diversity, retention, graduation, and a sense of belonging for all students.

- *Review your initial objectives with your research team.*

- *Review several inventories as you consider your goals for the program.*

- *Consider the value of a longitudinal study.*

- *Be deliberate in choosing your support team or advisory board.*

- *Engage in self*-care.

Conclusions: T.E.A.M. Peer Mentoring Program

Offers insights for institutions similar to BU

Promotes student persistence, sense of belonging, affinity to BU, and increases overall satisfaction for students from traditionally underrepresented backgrounds

Prepares students to excel in an increasingly diverse world

Proven sustainability-May 2023 marked 10th year graduation anniversary

T.E.A.M. model has been replicated across wide range of institutions.

MENTORING INSTITUTE

DUNCAN 10/25/2023

Q & A

Thank you for attending the session!

Please complete the online survey.

If you are interested in learning about the adaptability of this model, during the next session in this location, former T.E.A.M. directors who replicated this model at their respective institutions, will provide highlights of their experiences.

Will This Last?: A Sustainable Model of Peer Mentoring

Davis, Duncan, Rodriguez, & Stephens

REFERENCES

Duncan, S. (2023). *A Strength-based Peer Mentoring Model: Preparing Minoritized Students to Thrive as Global Leaders* [Manuscript in preparation].

Gray, K.C. (1998). *Creating sustainable student support programs on college campuses*. [Unpublished paper]. Learning and Performance Systems, The Pennsylvania State University.

Hurd, N. M., & Sellers, R. M. (2013). Black adolescents' relationships with natural mentors: associations with academic engagement via social and emotional development. *Cultural Diversity and Ethnic Minority Psychology*, *19*(1), 76.

Hussain, M., & Jones, J. M. (2021). Discrimination, diversity, and sense of belonging: Experiences of students of color. *Journal of Diversity in Higher Education*, *14*(1), 63.

Schreiner, L. A., & "Chip" Anderson, E. (2005). Strengths-based advising: A new lens for higher education. *NACADA Journal*, *25*(2), 20-29.

Sue, D. W. (Ed.). (2010). *Microaggressions and marginality: Manifestation, dynamics, and impact*. John Wiley & Sons.

MENTORING INSTITUTE

DUNCAN 10/25/2023

This Year Sponsors

MANY THANKS TO OUR SPONSORS!   YOUR SUPPORT IS INVALUABLE!