DEVELOPING A COMPREHENSIVE PEER MENTOR PROGRAM

June 15 – 17, 2010
Minneapolis, MN
OVERVIEW

Institutions that incorporate peer mentorship and involvement into transition programs, academic support programs, and co-curricular programs are able to reduce costs while simultaneously increasing retention, smoothing student transitions, and creating connections to the institution for new students. Additionally, tremendous learning and development takes place for the mentors and protégés who participate in these types of activities.

Join Academic Impressions for a two-day conference to:

- Hear best practices for structuring and implementing your peer mentor program, and for creating an effective training model
- Learn how to make decisions regarding how you will develop or improve your peer mentor program to achieve desired results
- Create assessment tools that identify if your program is effective and where changes may need to be made

WHO SHOULD ATTEND

Professionals who work with peer mentors and/or are attempting to start a peer mentor program on their campus will benefit from this conference.

INSTRUCTORS

Maurice A. “Tony” Davis, Counselor, Montgomery County Community College
Tony currently serves as a counselor at MCCC. Previously, he was assistant director of admissions where he founded the Montgomery County Alliance of Black Students. He is the advisor to the African-American Student League and chairperson of the African Heritage Alliance, which is the Black faculty and staff organization at the college.

Wayne Jackson, Director, Multicultural Academic and Support Services Program, University of Central Florida
In his role as director of the Multicultural Academic and Support Services (MASS) Program, Wayne helps provide academic programming and support services for over 21,000 multicultural and first generation students on the UCF campus. He formerly held the position of assistant director of the EOF/MAP Program at Rowan University in Glassboro, New Jersey. He was also The minority mentoring coordinator at The College of New Jersey, where his mentoring program was awarded the 2003 Noel-Levitz Retention Excellence Award because of its high retention and graduation rates. The retention rate for first-to-second-year for all students in the program was 92% and the graduation rate over five-years was 77%. Wayne has spoken both nationally and internationally at various conferences on how to increase student involvement and retention on the college campus.

Erik Range, Coordinator, Multicultural Academic and Support Services Program, University of Central Florida
Prior to joining the team at the University of Central Florida, Erik was the assistant director of the Upward Bound program at the University of Miami. After several years he returned to his alma mater, UCF, where he assisted in the development of an Upward Bound program. He currently serves as the coordinator of UCF’s Brother to Brother and Seizing Opportunities for Achievement and Retention programs. Both programs assist students from multicultural, first-generation and low-income backgrounds in navigating through the collegiate experience. Range has presented at several national conferences on topics surrounding retention of at-risk populations, the first-year experience for minority males, and the benefits of summer bridge programs in retaining students of color.
INSTRUCTORS (CONTINUED)

Sarah E. Whitley, Director, First Year Experience, Longwood University
Sarah has served as the director of first year experience at Longwood University since May 2007. As the first director of this new university initiative, Sarah has developed and implemented a new Peer Mentor program that creates a holistic and seamless transition for new and transfer students through optional and mandatory components. She has extensive experience working with orientation and registration programs, welcome week events, common reading initiatives, learning communities, freshman seminars, family programs, student success and retention initiatives and enrollment management. She recently developed a Blackboard based summer correspondence and extended orientation program for Peer Mentors and new students. Additionally, Sarah instructs Longwood Seminar, serves as an academic advisor and is a member of the university crisis response CARE Team. She has presented on peer mentoring and FYE programs, student success initiatives and building cross-divisional relationships on her campus, regionally and nationally.

CONFERENCE AGENDA
TUESDAY, JUNE 15, 2010

Part I: Administrative Considerations for Your Program

12:30 – 1:45 p.m.  Discovering Options
In this session, you will explore a variety of peer mentorship models including using peer mentors in first-year seminars and learning communities, online over the summer, and as optional co-curricular experiences during the school year. We will start by looking at overall goals for a peer mentor program and what best practices exist. Faculty will highlight how and why their campus created their particular peer mentor structure.

1:45-2:45 p.m.  Resourcing Your Program
In this session, you will hear how campuses used creative funding approaches in their peer mentor programs and how they configured their personnel resources in order to run an effective peer program.

2:45 – 3:00 p.m.  Break

3:00 – 4:00 p.m.  Other Administrative Considerations
In addition to creating goals and deciding on the model you will use for a peer mentor program, you also need to consider smaller planning and implementation details. In this panel discussion, your logistical questions will be answered. Questions to be answered might include:

- How much time do professional staff spend working on coordinating peer mentors?
- Who is the best person within an office to work with peer mentors and how is that decision made? (titles, percentage of time spent, etc)?
- What are the risks associated with peer mentors and how do you implement pieces of your program to mitigate some of those risks?
- What offices do you need to collaborate with in order to create or improve your program?

4:00 – 5:00 p.m.  Working Session
Now that you have heard about different models for peer mentorship programs, as well as a variety of ways to provide resources for your program, you will work to set reasonable parameters for your own program including the type of peer mentoring program you will use, improvements you will make to an already existing program, and how you might incorporate what you have heard from the day into your program. You will also attempt to gauge costs of what you would like to do and brainstorm creative ways to overcome funding barriers.

5:00 – 6:00 p.m.  Networking Reception (included in registration)
CON节日FAKE AGENDA
WEDNESDAY，JUNE 16，2010

Part II: Ensuring a Developmental Experience

9:00 – 10:15 a.m.  Creating Learning Outcomes
Through an interactive exercise，you will create a list of learning outcomes that you hope to achieve with your peer mentor program. This list will be used throughout the conference to help you shape your recruitment，training，and motivation efforts into a holistic development experience for your students.

10:15 – 11:15 a.m.  Recruiting，Selecting，and Incentivizing Peer Mentors
There are many different ways that you can make a peer mentor role appealing for students. This session will highlight a variety of methodologies for recruiting，selecting，and incentivizing peers in order to find the best students. You will discover:

• Reasons for having an application process vs. not having an application process when you hire peers
• How to use learning outcomes in marketing to incentivize participation
• Options for paying peers
• How to provide course credits for participation

11:15 – 11:30 a.m.  Break

11:30 a.m. – 12:30 p.m.  Structures and Topics of Training
Topics to cover，timing of training，amount of training，and how to train are some of the most commonly asked questions when developing a peer mentor program. In this session，faculty will share the functional details of their training programs，as well as changes they have made along the way in order to capitalize on these moments with their peer mentors. Faculty will highlight the importance of training protégés and creating expectations for these students，as well. The session will also discuss the importance of continuous professional development and training and allow participants to explore options for implementing these types of programs.

12:30 – 1:45 p.m.  Lunch (included in registration)

1:45 – 2:45 p.m.  Special Training Considerations
If your program is optional for protégés，you will want to consider appropriate and effective ways mentors can engage them and keep them interested in the program including making first impressions. If your mentors actively participate in the classroom，you will need to work with mentors and faculty on how to include the mentor as “co-teacher” in the classroom rather than simply “helper” which includes teaching students how to facilitate，prepare，and behave in a classroom as well as providing faculty with hints for using their students in their classroom. In this session，you will break out into roundtables to examine these issues and discuss approaches for training components that address them.

2:45 – 3:45 p.m.  Utilizing Returning Peer Mentors
Capitalizing on resources is crucial for campuses. In this session，you will explore ways you can use experienced peer mentors to train new mentors，assist in coordinating the peer program，and provide important feedback in order to capitalize on this extremely important resource. You will also think about how you can create a second tier of learning outcomes for students who have been in your program for more than one year.

3:45 – 4:45 p.m.  Best Practices in Training
In this session，you will have a chance to showcase your own best practices for training. You will be broken out into small groups for focused discussions on areas such as team builders，reflection activities，faculty collaboration，and training for different jobs.
CONFERENCE AGENDA
THURSDAY, JUNE 17, 2010

Part III: Measuring Results

9:00 – 11:00 a.m.  Assessing and Evaluating your Peer Mentor Program
In this session, faculty will walk you through how they assess their learning outcomes for their peer mentor program. They will also highlight studies they have conducted on increased retention rates for their students. You will participate in an activity to help you start to create measurement tools for your own campus.

11:00 – 11:15 a.m.  Break

11:15 – 11:45 a.m.  Synthesis and Next Steps

HOTEL RESERVATIONS

The conference will be held at:

Hyatt Regency Minneapolis
1300 Nicollet Mall,
Minneapolis, MN 55403

To reserve your room, call 612-370-1234. Please indicate that you are with the Academic Impressions group to receive the room rate of $189 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of June 13 – 16, 2010. Reservations must be made by May 24, 2010. There are a limited number of rooms available at the conference rate. Please make your reservations early.

The Hyatt Regency Minneapolis is a convention center hotel in downtown Minneapolis with enchanting views of the city and sights. The prime location on Nicollet Mall lets you easily explore an incredible array of Twin Cities’ attractions, from shopping to sports and anything in between. The hotel is approximately 13 miles from the Minneapolis/St. Paul International Airport.
Attending as a team – remember, if you register as a group, every 4th registrant is free.

Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.

Register online at www.academicimpressions.com

REGISTRATION FEES
Your registration fee includes: full access to all conference sessions and materials, access to the networking reception on Tuesday, breakfast and lunch on Wednesday, and breakfast on Thursday, as well as refreshments and snacks throughout the conference.

Postmarked on or before June 4, 2010
☐ Developing a Comprehensive Peer Mentor Program ____________________________ $995 USD
  (For registrations postmarked after June 4, 2010, an additional $100 fee per registrant applies)

☐ Check here if you have any dietary or accessibility needs. Please list any needs in the space below and we will do our best to accommodate you.

How did you hear about this event? (email from AI, colleague forwarded email, The Chronicle, etc.) ______________________________________

CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

Name ____________________________ Name Preferred for Badge ____________________________
Job Title ____________________________ Institution/Organization ____________________________
Address ____________________________ State/Province ____________ Zip/Postal Code ____________ Country ____________

(For registration confirmations and pre-conference communication. FOR ADDITIONAL REGISTRANTS PLEASE COMPLETE ADDITIONAL FORMS.)
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(In case of emergency, we will contact this person on your behalf)

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PAYMENT METHOD
We accept Visa, MC, and AmEx credit cards. To pay by check, include the check with this form or select the “invoice me” option. Fax form to 303.741.0849 or mail form along with payment to: Academic Impressions, 4643 S. Ulster St. Ste. 350, Denver, CO 80237.

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  (PO# not required to receive invoice)

REFUND/CANCELLATION POLICY
Refunds will be issued only if cancellations are received in writing by March 19, 2010. A $100 processing fee will be assessed. After March 19, 2010 a credit (less $100 processing fee) will be issued. The credit will be valid for 12 months and can be used toward any future conferences, web conferences, audio proceedings, or web conference archives. In case this event is cancelled, Academic Impressions’ liability is limited to a refund of this registration fee only.

Questions about the event?
Call us at 720.488.6800 to help determine if this event is right for you.