DEVELOPING A COMPREHENSIVE PEER MENTOR PROGRAM

February 6 – 8, 2013
San Diego, CA

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ACCPA
College Student Educators International

http://www.myacpa.org

ACADEMIC IMPRESSIONS
OVERVIEW

Join us for a comprehensive conference that will highlight best practices across traditional, minority student, and international student peer mentor programs. Our expert instructors will provide practical, easy-to-follow advice for developing your peer mentor program, as well as assessment tools to help you determine the effectiveness of your program.

This “work and learn” event is particularly well-suited for institutions that are in the exploratory or developmental stages of creating a peer mentor program.

LEARNING OUTCOME

After attending this conference, you will be able to formulate a plan to implement a peer mentor program at your institution.

WHO SHOULD ATTEND

Higher education professionals who wish to implement a peer mentor program at their institution will benefit from this content. Teams are encouraged to attend.

AGENDA

WEDNESDAY, FEBRUARY 6, 2013

1:00 – 1:15 p.m. Opening comments and introductions

1:15 – 2:45 p.m. Opening session: Defining Peer Mentoring
In this opening session, the faculty will define the key components of a peer mentor program and lead a discussion regarding peer mentorship programs. In addition to discussing different types of peer mentor programs, the faculty will provide an overview of each of their programs and invite attendees to share information on programs or program ideas.

2:45 – 3:00 p.m. Break

3:00 – 3:30 p.m. Breakout session: Defining Your Program
You will meet in small groups with a faculty advisor to work through specific program design features to be considered when developing your peer mentor program.
### AGENDA

#### WEDNESDAY, FEBRUARY 6, 2013 (CONTINUED)

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>3:30 – 4:30 p.m.</td>
<td>Defining and Resourcing Your Program</td>
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<td>Establishing a clear direction and soliciting the proper resources for any new initiative on campus is the foundation for success. Faculty will discuss the importance of defining the scope of your peer mentor programs. They will also talk about resourcing considerations such as funding opportunities and special considerations for both large and small schools; administrative considerations including professional staff time, office space, and risks; and opportunities for collaboration across campus.</td>
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<td>4:30 – 5:00 p.m.</td>
<td>Working session: Resourcing Your Program</td>
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<td>This session provides time for you to reflect and work through the resources you’ll need to begin a peer mentor program at your institution. You will leave this session with a comprehensive list of resources necessary for implementing a peer mentor program on your campus.</td>
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<td>5:00 – 6:00 p.m.</td>
<td>Networking reception (included in registration fee)</td>
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#### THURSDAY, FEBRUARY 7, 2013

Building on the foundational components covered in Day 1, Day 2 will be a “nuts-and-bolts” approach to implementing a peer mentor program. Each session incorporates an interactive working component, enabling you to immediately apply the content to the programs at your institution. The afternoon will consist of an interactive peer mentor training activity and a discussion focusing on the elements of a successful training program.

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<tr>
<th>Time</th>
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<tr>
<td>8:30 – 9:00 a.m.</td>
<td>Continental breakfast (included in registration fee)</td>
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<td>9:00 – 10:30 a.m.</td>
<td>Creating and Critiquing Learning Outcomes</td>
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<td>Our instructors will share an overview of the learning outcomes model used by UCF followed by working time allowing you to map your own learning outcomes. For those institutions who came with learning outcomes prepared, the working session will be used for faculty critique of the prepared outcomes.</td>
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<td>10:30 – 10:45 a.m.</td>
<td>Morning break</td>
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<td>10:45 – 11:45 a.m.</td>
<td>Recruiting, Selecting, and Incentivizing Peer Mentors</td>
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<td>This session will consist of a tactical overview of the entire recruitment and selection process highlighting the following topics in each of the key areas:</td>
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<td>• Recruiting: understanding application models; best practices for soliciting faculty/staff recommendations</td>
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<td>• Selecting: innovative interview formats and setting criteria for peer mentors</td>
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<td>• Incentivizing: securing funding for peer mentor stipends; providing course credits for participation; incentives for the budget-conscious program</td>
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<td>11:45 a.m. – 1:00 p.m.</td>
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THURSDAY, FEBRUARY 7, 2013 (CONTINUED)

1:00 – 1:45 p.m. Training Peer Mentors: An Interactive Training Exercise
We will lead a hands-on activity that will help you understand how to run effective training sessions and allow you to experience a training session from a student perspective.

1:45 – 3:00 p.m. Training Peer Mentors: Components of a Successful Training Program
The afternoon will continue with a discussion outlining the components of effective peer mentor training programs and distribution of relevant materials.

3:00 – 3:15 p.m. Afternoon break

3:15 – 3:45 p.m. Working session: Training Peer Mentors
This session will provide an opportunity for you to outline a training program for your peer mentor program. The faculty will be available to assist you in drafting an agenda, developing training objectives, and identifying key collaborative partners.

3:45 – 5:00 p.m. Utilizing Returning Peer Mentors
Returning student leaders can be an valuable asset to any student leadership program. This session will discuss opportunities to leverage those assets: creating senior leadership positions within your program, using experienced peer mentors to train returning peer mentors, and developing appropriate second-tier learning outcomes for these students.

FRIDAY, FEBRUARY 8, 2013

To conclude the conference, Day 3 will focus on assessing peer mentoring programs, back-up planning, and next steps.

8:30 – 9:00 a.m. Continental breakfast (included in registration fee)

9:00 – 10:30 a.m. Assessing and Evaluating your Peer Mentor Program
During this assessment session, you will develop quantitative measurement tools to assess the learning outcomes developed on Day 2.

10:30 – 10:45 a.m. Break

10:45 – 11:45 a.m. Back-Up Planning: When Reality Sets In
Faculty will review tips on generating student interest and staff support and creating a “Plan B” to prepare for the unknown. They will also discuss the importance of a pilot phase for your program and how to manage a pilot phase effectively.

11:45 a.m. – 12:15 p.m. Action Plan Revision and Closing Comments
This wrap-up session is a final opportunity for you to review your peer mentor program action plan and solicit feedback from the faculty.

12:15 – 1:30 p.m. Lunch for post-conference workshop attendees (included in workshop registration fee)
AGENDA

FRIDAY, FEBRUARY 8, 2013 (CONTINUED)

1:30 – 4:00 p.m.  Optional post-conference workshop: Developing Peer Mentors Through Active Learning and Technology

Developing excellence in peer mentors means integrating research-based instructional strategies into your peer mentor training and development program. This workshop will go into detail about specific activities you can utilize in face-to-face and online training. These activities don’t just give peer mentors information — they also develop their skills in problem-solving, critical thinking, and communication, bringing out the very best in your peer mentors.

INSTRUCTORS

MARGIE BADER / Program Coordinator, SMILE Mentoring Program and Professor
Seneca College

Margie completed a master’s in social service at Bryn Mawr School of Social Work and Social Research in Pennsylvania. She is a South African qualified counseling psychologist. Margie’s career spans more than 20 years in the fields of education and counseling at the university and college level, both in Johannesburg and Toronto. A highlight of her career was being part of the end of apartheid and helping black students integrate into university life. Since 2006, Margie has coordinated the SMILE (Student Mentoring in Life and Education) program, a major contributor to student retention at Seneca and considered one of the leading postsecondary mentoring programs in Canada. Prior to this, Margie taught psychology and applied professional communication at Seneca (she continues to teach psychology). She also conducts workshops in emotional intelligence for student leaders.

BRYCE BUNTING / Program Administrator and Learning Specialist, College of Undergraduate Education
Brigham Young University

Bryce manages BYU’s freshman mentoring program, including peer mentor recruitment and training. He has extensive experience in orientation, freshman seminars, common reading programs, and peer mentoring. Bryce holds a master’s degree in instructional design, and his research interests include learning and identity development among peer mentors, the application of instructional design principles to peer mentor development, and professional identity formation among higher education professionals. Recently, Bryce’s research on peer mentor learning was published in a special issue of The Journal of the First-Year Experience & Students in Transition. He has presented nationally and internationally with the National Resource Center for the First-Year Experience and Students in Transition, the American Educational Research Association (AERA), the International Society for Exploring Teaching and Learning (ISETL), the International Consortium for Educational Development, and the National Academic Advising Association (NACADA), and the National Academic Advising...
INSTRUCTORS

WAYNE JACKSON / Director, Multicultural Academic and Support Services
University of Central Florida

Wayne is the director of the MASS office at UCF, an office that provides academic programming and support services for more than 21,000 multicultural and first-generation students on the UCF campus. He is a two-time national retention award recipient: he received the 2010 National Association of Academic Advising (NACADA) Outstanding Institutional Advising Program Certificate of Merit for his leadership in directing the Seizing Opportunities for Achievement and Retention (SOAR) program, and the 2003 Noel-Levitz Retention Excellence Award for his work in directing the Minority Mentoring Program at The College of New Jersey. Wayne has consulted for several institutions on how to help develop mentoring programs and increase student retention rates. He speaks nationally on how to increase the retention of at-risk students.

SARAH E. WHITLEY / Director, Office of First Year Experience
Longwood University

Sarah has served as the director of the Office of First Year Experience at Longwood University since May 2007. As the first director of this university initiative, Sarah developed and implemented a 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 teaches Longwood Seminar, serves as an academic advisor, and is a member of the university crisis-response CARE Team. She has presented regionally and nationally on peer mentoring and first-year student experience programs, student success initiatives, and building cross-divisional relationships on campus.
HOTEL RESERVATIONS

The conference will be held at:
Sheraton La Jolla
3299 Holiday Court
La Jolla, CA 92037

To reserve your room, call 888-627-8445. Please indicate that you are with the Academic Impressions group to receive the room rate of $155 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of February 5, 6 and 7, 2013. Reservations must be made by January 15, 2013. There are a limited number of rooms available at the conference rate. Please make your reservations early.

A warm, southern California welcome awaits you at the Sheraton La Jolla Hotel, a low-rise, resort-style hotel encompassing 7.5 acres of tropical beauty. Just a 10-minute drive from spectacular beaches, Torrey Pines Golf Course, romantic La Jolla Cove, and the Pacific Ocean, this hotel features a variety of activities and is within steps of theaters, restaurants, and shopping centers.

The Sheraton La Jolla located in La Jolla’s business triangle. The San Diego International Airport (SAN), the world famous San Diego Zoo, the popular Gaslamp Quarter, Petco Park, and downtown are just 12 miles south.
REGISTRATION FEES

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

### EARLY BIRD PRICING
Postmarked on or before January 18, 2013. For registrations postmarked after January 18, 2013, an additional $100 fee per registrant applies.

### REFUND/CANCELLATION POLICY
Refunds will be issued only if cancellations are received in writing by November 9, 2012. A $100 processing fee will be assessed. After November 9, 2012 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.

By submitting this registration form, you agree to the terms and conditions of the above cancellation policy.

Visit our website to register online:

[http://www.academicimpressions.com/conference/developing-comprehensive-peer-mentor-program-february-2013](http://www.academicimpressions.com/conference/developing-comprehensive-peer-mentor-program-february-2013)
## CONFERENCE REGISTRATION INFORMATION

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**IF THIS CONFERENCE PARTICIPANT HAS ANY DIETARY OR ACCESSIBILITY NEEDS, PLEASE LIST THEM IN THE SPACE BELOW. WE WILL DO OUR BEST TO ACCOMMODATE THESE NEEDS.**

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

If you would like us to send a copy of your registration confirmation or receipt to someone else, please complete this section.

## ADDITIONAL CONTACT INFORMATION

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PAYMENT METHOD

We accept Visa, MasterCard, and American Express credit cards. To pay by check, include the check with this form or select the “invoice me” option. Fax form to 303.221.2259 or mail form along with payment to: Academic Impressions, 4601 DTC Blvd., Ste. 800, Denver, CO 80237

CREDIT CARD

Name on Card: [ ]
Account Number: [ ]
Billing Address: [ ]
Billing City: [ ]
Billing State: [ ]
Billing Zip Code/Postal Code: [ ]
Exp. Date: [ ]
Security Code (last 3 digits on the back of Visa and MC or 4 digits on front of AmEx): [ ]

CHECK/INVOICE

☐ My check is included and covers ________ registration(s) Check #: ____________________________
☐ Please invoice me, Purchase Order # ____________________________ (PO # not required to receive invoice)

FREE HIGHER ED NEWS AND ANALYSIS

Each conference registration includes a subscription to Higher Ed Impact, a free industry scan of news, trends, and research on higher education, delivered in an easy-to-scan email. Higher Ed Impact (HEI) includes:

☐ HEI: Daily Pulse – impactful news, trends, and practices, sent daily
☐ HEI: Weekly Scan – the week’s most critical news, with analysis of top stories and trends, sent on Fridays
☐ HEI: Monthly Diagnostic – practical takeaways addressing a strategic challenge facing institutions of higher ed, sent 9-12 times/year

List the names of the registrants you’d like to sign up:

Note if you do not provide any names in the above space, all attendees will be signed up for the options selected.