

Mentorship

A USC Well-being Collective Toolkit



September 2020

USC Well-being Collective

The USC Well-being Collective harnesses the power of Collective Impact for a variety of distinct and often siloed academic departments, administrative units, recognized student organizations and local non-profits to come together and work with the whole student community towards our common agenda: **strengthening a campus culture driven by student wellbeing.**

This goal is supported by four interrelated strategic goals:

Equity and Inclusion – enhancing the culture of equity and inclusion

Resilience and Thriving – creating a culture where individuals and communities thrive

Alcohol and Other Substance Use – disrupting the culture of at-risk substance use

Consent and Healthy Relationships — fostering a culture of consent and healthy relationships

Introduction

Each year students matriculate to university campuses, creating robust college communities with shared values of educational attainment and professional development. Each student brings with them developing identities and goals, and seeded trust in their university to provide space and resources for further growth. Nonetheless, factors affecting college students' mental health and ability to thrive can be shaped by individual attitudes and beliefs, interpersonal group norms, institutional environments, and community access to supportive mental health resources. An identified supportive resource is mentorship.

Mentorship involves an emotional commitment that extends beyond sharing degree requirements and academic information; mentoring relationships are rooted in a mentor's long-term care about a student's personal and professional development. Mentorship has been found to increase students' sense of competence and clarity of identity (Kram, 1985). Further, both hierarchical (faculty/alumni/advisor-student) and peer mentoring have been shown to positively impact traditional indicators and measures of student success. These include higher GPA, increased credit earned, and higher retention rates (Campbell & Campbell, 1997). With the practice of connecting young people early to supportive mentorships, institutions can cultivate a culture where individuals and communities thrive.

Mentorship

Toolkit Description:

Establishing Mentoring Relationships

Strategic Goals:

Equity + Inclusion

Thrive + Mental Health

At-Risk Substance Abuse

Consent + Healthy Relationships

Action Areas:

Building healthy public policy

Creating supportive environments

Strengthening community action

Developing personal skills

Re-orienting all sectors towards prevention

A Toolkit For:

Faculty

Staff

Student

Parent/Guardian

Administrator

Goal

Traditionally, mentorship is the commitment of a mentee and mentor to a series of interactions for continued development. Further, mentorship also encompasses many types of intentional relationships for insight sharing, personal/professional development and educational guidance. It is the goal of this strategy to cultivate students' capacities in educational, personal and professional career aspirations through mentorships.

Intended Outcomes

Key performance indicator:

- Increase positive mental health

Additional Outcomes:

- Increased efficacy for socially responsible leadership (Dugan & Komives, 2010)
- Increased sense of competency and clarity of identity (Campbell et al., 2012)
- Improved efficiency in job performance and increased job satisfaction (Campbell et al., 2012)
- Increased employee engagement (Gallup Inc. & Strada Education Network, 2018)
- Improved perceptions of alma mater (Gallup Inc. & Strada Education Network, 2018)

Evidence of Effectiveness

Scientifically Supported - Strategies with this rating are most likely to make a difference. These strategies have been tested in many robust studies with consistently positive results.

Implementation Ideas

Faculty and Staff

Staff and faculty members can dedicate time and resources to serve as mentors to new professionals and/or students. Through establishing professional relationships, staff and faculty can support students and encourage personal development, goal-setting, and academic achievement.

Mentorship Module FAQs can be referenced below:

careers.usc.edu/employers/train-your-employees/mentors/module/

Students

Students can choose to participate in one-to-one mentoring programs with youth to help foster positive mental health, increase self-esteem, build interpersonal communication skills and character development. Examples of these include:

Big Brothers - Big Sisters of America

A national community-based mentoring program committed to changing the lives of children facing adversity through one-to-one mentoring relationships with youth ages 5 through young adulthood.

bbbs.org

Campus Compact

A national non-profit organization dedicated to building democracy through education and community partnerships; supports mentorships between college students and a younger partner in her/his/their academic growth.

compact.org/resource-posts/mentoring

Student leaders can participate in a service-learning mentorship program to practice civic engagement, grow community knowledge, increase communication skills, facilitate cultural understanding and increase sense of social responsibility. An example of this includes:

USC Joint Educational Project

A community-based organization committed to service-learning and personal development through hands-on service and reflective practice. JEP matches USC students with local organizations and youth in service-learning partnerships that develop character and strengthen civic engagement skills.

dornsife.usc.edu/joint-educational-project/

Student leaders and RSOs can participate in and/or create their own peer mentorship programs to enhance self esteem, provide academic support, build service recognition, develop communication skills and practice relationship/community building. A resource guide of highlighted steps and core responsibilities can be found through the Peer Mentoring Handbook.

The Peer Mentoring Handbook

Developed by the Mentoring Partnership of Southwestern Pennsylvania, The Peer Mentoring Handbook provides an overview of best practices for establishing and maintaining a quality, high-impact peer mentoring relationship.

mentoringpittsburgh.org/media/W1siZiIsJlJwMTcvMDkvMDYvYXpzZW5qNmwzX1BlZXJfTWVudG9yaW5nXohhbmRib29rLnBkZiJdXQ/Peer%20Mentoring%20Handbook.pdf

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Implementation Resources

Highlighted Mentorship Programs

Student – Alumni/Faculty Mentorships:

USC Career Center’s T2T

USC Career Center’s Trojans to Trojans program matches current USC students and recent graduates with USC alumni.

First Generation Mentorship Program

The First Generation Mentorship Programs connects current USC students with Trojan alumni through the shared experience of being a first-generation college student.

USC School of Architecture Guild

The USC Architectural Guild connects current USC students with alumni and faculty from the School of Architecture to support career development.

USC Lambda Mentoring Program

The USC Lambda LGBT Alumni Mentoring program matches current USC students with alumni mentors based on professional interests.

USC Marshall School of Business, CAP

The USC Marshall School of Business’ Career Advantage Mentorship Program connects sophomore through senior level students with Marshall alumni to assist in professional and interpersonal development.

Peer to Peer Mentorships

Asian Pacific American Students Services, PEER program

The APASS Positive Experience, Enriching Relationships program matches first-year APA students, including transfers and spring admits, with continuing APA students with a focus on transition, success and growth.

USC Gould School of Law

The USC Gould Law peer support program matches first year Gould students with a second year law student to provide guidance and support during law school transition.

USC Black Alumni Association LTL Program

The USC Black Alumni Association’s Legacy through Leadership Mentorship Program matches current USC students with alumni.

References

Baker, V. L., & Griffin, K. A. (2010). Beyond mentoring and advising: Toward understanding the role of faculty “developers” in student success. *About Campus*, 14(6), 2-8.

Campbell, C. M., Smith, M., Dugan, J. P., & Komives, S. R. (2012). Mentors and college student leadership outcomes: The importance of position and process. *The Review of Higher Education*, 35(4), 595-625. <https://doi:10.1353/rhe.2012.0037>.

Campbell, T. A., & Campbell, D. E. (1997). Faculty/student mentor program: Effects on academic performance and retention. *Research in Higher Education*, 38, 727-742. <https://doi.org/10.1023/A:1024911904627>.

Colvin, J.W. & Ashman M. (2010), Roles, Risks, and Benefits of Peer Mentoring Relationships in Higher Education, *Mentoring & Tutoring: Partnership in Learning*, Vol. 18, No. 2, 121-134 <https://doi.org/10.1080/13611261003678879>.

Dugan, J.P., & Komives, S.R. (2010). Influences on college students' capacities for socially responsible leadership. *Journal of College Student Development* 51(5), 525-549.

Komarraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student-faculty interactions in developing college students' academic self-concept, motivation, and achievement. *Journal of College Student Development*, 51(3), 332-342.

Kram, K. E. (1985). Improving the mentoring process. *Training and Development Journal*, 39(4), 40-43.

Gallup Inc. & Strada Education Network. (2018). 2018 Strada-Gallup alumni survey: Mentoring college students to success.

Produced Examples

Mentorship Module

FAQs regarding mentorship

The Peer Mentoring Handbook

Developed by the Mentoring Partnership of Southwestern Pennsylvania, The Peer Mentoring Handbook provides an overview of best practices for establishing and maintaining a quality, high impact peer mentoring relationship.

USC Student Health
Office for Health Promotion Strategy
Backbone for the USC Well-being Collective

The Office for Health Promotion Strategy, backbone for the USC Well-being Collective, is embedded in USC Student Health and serves as the administrative core to support campus partners in aligning their strategic objectives with student wellbeing. The Office for Health Promotion Strategy works with participating partners, the Steering Committee, and most importantly, students to activate change at USC.

For additional questions, please contact: USC Student Health, Office for Health Promotion Strategy, Backbone for USC Well-being Collective at wellbeingcollective@usc.edu

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