

# USU STATEWIDE FACULTY-TO- STUDENT MENTORING PROGRAM

Program Handbook

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# Introduction to USU's Faculty-to-Student Mentoring Program

## 1.1 Brief History

*Adapted from IRB Proposal*

In January 2017, administrators and faculty/staff from Utah State University Uintah Basin (USUUB) met to discuss ways to improve enrollment numbers through retention. Dave Law, in his role as Associate Director in the Uintah Basin, was tasked to oversee these efforts. From these early discussions, a Student Success Committee was formed to bring structure and vision to the abstract idea of improved retention. This committee, chaired by John Barton, formalized that a Faculty-to-Student Mentoring Program should be developed. During the summer of 2017, Don Busenbark became chair of the committee, and Dave Law submitted the IRB application. After receiving IRB approval in early January of 2018, the Student Success Committee implemented the Faculty-to-Student mentoring program at the USU Uintah Basin campus. At that time, 24 out of the 26 USUUB faculty volunteered to be mentors, and 88 students volunteered to be mentees.

In the spring of 2019, as part of USU's *Strategic Enrollment Management Planning (SEMP)*, the statewide campuses and USU Eastern working group identified the Faculty-to-Student Mentoring program in the Uintah Basin as an "opportunity" to implement a similar program at all campuses in the statewide system. In May of 2019, Dave Law, Rich Etchberger, then Vice President of Statewide Campuses Dave Woolstenhulme, and Assistant Vice President of Statewide Campuses Taylor Adams, presented a proposal to the SEMP steering committee to implement a Faculty-to-Student mentoring program at all statewide campuses, beginning Fall of 2020. In an email to Dave Law and Dave Woolstenhulme on May 13<sup>th</sup>, 2019, Vice President of Academic and Instructional Services (AIS) Robert Wagner, chair of the SEMP steering committee, encouraged the continued development of the Faculty-to-Student Mentoring Program throughout the statewide system. Dave Woolstenhulme and Rich Etchberger tasked Dave Law to oversee the creation, implementation, and assessment of this program. Mentoring commenced on the statewide campuses and USU Eastern in Fall of 2020.

## 1.2 Purpose of USU's Statewide Mentoring Program and Operational Definition

*Adapted from IRB Proposal*

After reviewing many of the most common definitions of mentoring, the steering committee for the statewide faculty-to-student mentoring program selected the following definition of mentoring:

*Mentoring is defined as building a purposeful and personal relationship in which a more experienced person (mentor) provides guidance, feedback, and support to facilitate the*

*growth and development of a less experienced person (mentee). Operationally, mentors provide mentees with services such as:*

1. *Academic Subject Knowledge and Institutional Support*
2. *Education/Career Exploration and Goal Setting*
3. *Psychosocial Support*
4. *Role Modeling*

The primary goals of this program are to help students in USU's statewide system:

1. Successfully adjust to university life.
2. Feel like they are valued members of the university.
3. Have a clear sense of purpose.
4. Achieve their educational goals.

### 1.3 Research Component

*Adapted from IRB Proposal*

The purpose of the research associated with the mentoring program is to implement a Faculty-to-Student Mentoring Program that will help more students in the USU statewide system achieve the stated goals: (1) Successfully adjusting to university life; (2) Feeling like they are valued members of the university; (3) Having a clear sense of purpose; and (4) Achieving their educational goals.

This will aid researchers in answering the following questions:

1. Do students who participate in the Faculty-to-Student mentoring program have higher persistence and graduation rates and GPA's when compared to (1) a propensity-matched group; and (2) students who did not participate in the program?
2. Do mentees experience pre/post-change on: (1) Adjustment to the university; and (2) Sense of belonging?
3. What (if any) correlations exist between the frequency, duration, and intensity of the mentor/mentee meetings (frequency, duration, and intensity are all independent variables) and the following, which are dependent variables: (1) Psychosocial support; (2) Academic expertise; (3) Career guidance; (4) Role model; (5) Adjustment to the university; (6) Sense of belonging; (7) GPA/persistence/graduation rates.

4. Do undeclared students who participate in the Faculty-to-Student mentoring program have a higher rate of declaring a course of study/major when compared to non-mentored students?
5. What are the benefits for mentors such as: (1) Rewarding experience; (2) Improved job performance, and (3) Recognition by others?
6. Programmatically, how do mentors and mentees: (1) Rate their satisfaction with the mentoring relationship; (2) Rate their satisfaction with the mentoring program; (3) Rate the effectiveness of the mentoring program; and (4) Rate how well they understood their purpose and responsibilities. (This question will also seek feedback for programmatic improvement.)

## Section 2: Mentoring Program Structure

### 2.1 Steering Committee Chair / Program Director

The Steering Committee chair is responsible for the overall leadership, direction, and research for the statewide program. This includes chairing the monthly steering committee meetings, setting the agenda, and being the public voice for mentoring across the statewide system.

### 2.2 Region Supervisors

Three region supervisors work directly with the campus leads. They provide technical support to the campus chairs.

### 2.3

Each campus location has one to two campus leads who implement the program at their respective campuses. They are responsible for providing annual mentoring training and working with their campus committee to pair mentors and mentees:

- Chairing their respective campus committees, which are comprised of faculty, student service staff, and advisors.
- Collaborating with their campus committee to oversee the recruitment of student mentees and faculty mentors.
- Collaborating with their campus committee to oversee the training of mentees and mentors.
- Collaborating with their campus committee to oversee the matching of mentors and mentees (more details provided in the *Participants* section).
- Ensuring that their campus' Faculty-to-Student Mentoring Program is implemented and maintained with fidelity to the Statewide Faculty-to-Student Mentoring plan.

### 2.4 Steering Committee

The statewide steering committee includes:

Steering Committee Chair & Region Supervisor I

Vice Provost

Region Supervisor II

Region Supervisor III

Associate Vice President- Liaison to Statewide Administrative Council

Statewide Advising Coordinator

Data and Quality Assurance Manager

Campus Chair: Moab \*

Campus Chair: Salt Lake \*

Campus Chair: Tooele \*

Campus Chair: Uintah Basin \*

Campus Chair: USU Eastern \*

Campus Chair: Brigham City \*

Campus Chair: Blanding \*

\* Campuses may have more than one person working on mentoring activities at their location and representing the campus on the steering committee.

#### 2.4.1 Research Committee

The research committee is a subcommittee of the statewide steering committee leading the investigative activities associated with the program research components.

#### 2.5 Data and Quality Assurance Program Coordinator

The Data and Quality Assurance Program Coordinator is responsible for sending and collecting information from pre- and post-assessments and monthly surveys. The pre-assessment data is collected at the mentees' point of application if they consent to participate in the program's research. Post-assessment surveys are sent to mentors and mentees consenting to the research via email in December and April. Monthly surveys are sent at the beginning of each month for the prior month of mentoring. For example, the monthly survey for September is sent in October, collecting information from the previous month. All program participants are asked to complete a monthly survey, as it is a quality assurance and communication tool for the program.

#### 2.6 Campus Committees

*From IRB*

Each campus will have a campus committee, chaired by the campus lead and comprising faculty, staff, and students. Just like the campus lead, this committee is crucial to the program's success, allowing responsibilities such as implementation, recruitment, and training to be

spread across multiple faculty, staff, and student members. The following are the roles and duties of each campus' Student Success Committee:

- Develop a mentee recruitment activity to take place at the beginning of each Fall semester, unique to each campus. For example, the Uintah Basin has hosted a “Welcome Back to School” carnival at the start of the fall semester, where local members of the Student Success Committee share information about the program with potential mentees.
- Assist in the mentee recruitment calling campaign (more details provided under “Student Mentee Recruitment” below).
- Assist in matching mentors and mentees.
- As needed, assist in the training of mentors (more details provided in Faculty Mentor Training).

## 2.7 Participants

This section describes the recruitment and training of mentors and mentees, outlines how confidentiality will be safeguarded, and provides information on informed consent. Recruiting events, pitches, and marketing materials will direct potential mentors and mentees to the program's website.

### 2.7.1 Mentors

Faculty members interested in mentoring will complete an online application on the mentoring website. They will be paired with students at their respective campuses.

### 2.7.2 Mentees

Students interested in mentoring will complete an online application on the mentoring website. They will be paired with a faculty mentor.

## 2.8 Current list of Roles *(as of Spring 2025)*

Steering Committee Chair & Region Supervisor I: Jeff Spears

Vice Provost: Pam Dupin-Bryant

Region Supervisor II: Amanda Deliman

Region Supervisor III: Kim Hales

Associate Vice President- Liaison to Statewide Administrative Council: David Law

Statewide Advising Coordinator: Jacob Van den akker

Data and Quality Assurance Manager: Jim LaMuth

Moab Campus Chair: Jen Evers

Salt Lake Campus Chair: Karen Woolstenhulme

Tooele Campus Chair: Paul Mickelson

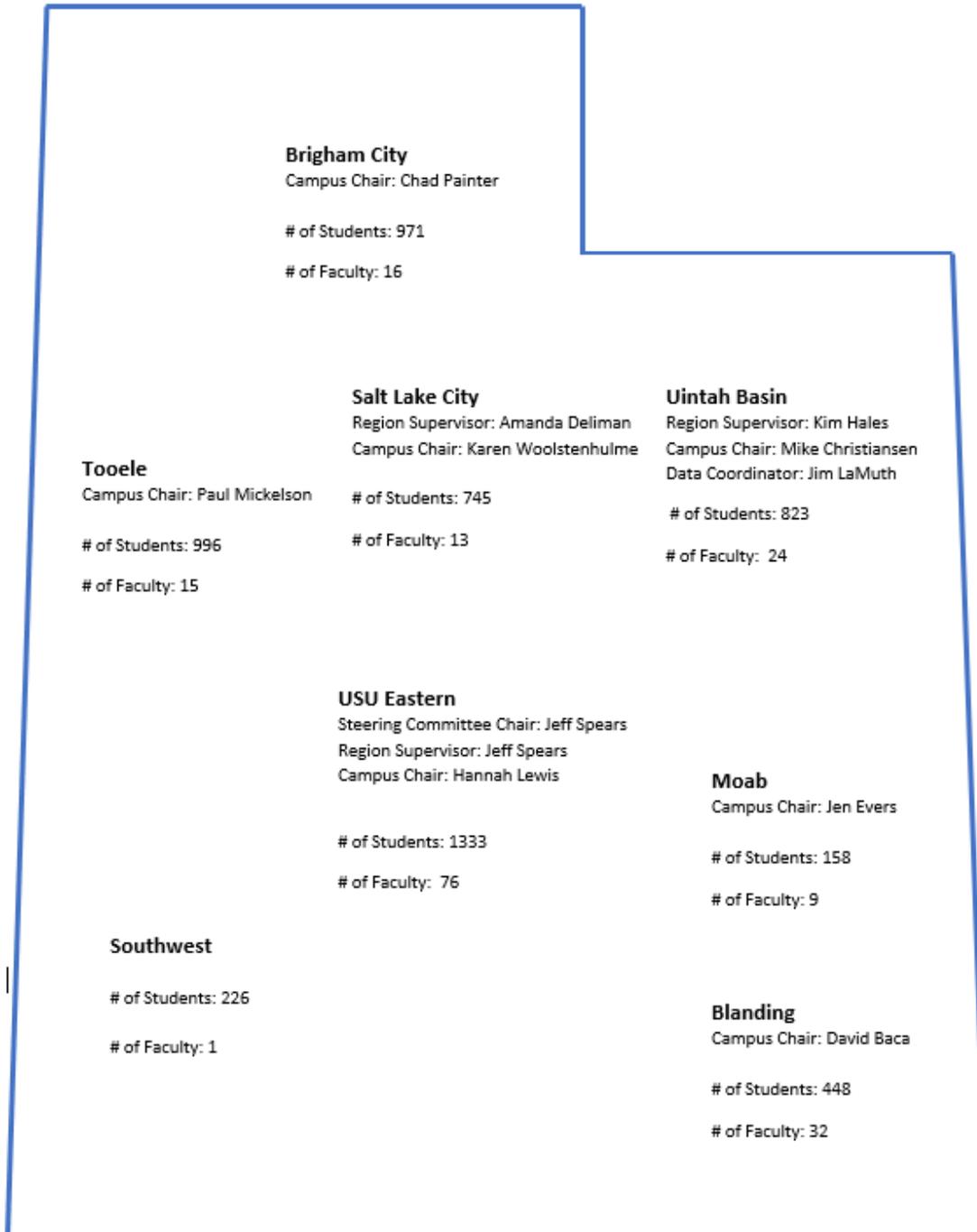
Uintah Basin Campus Chair: Mike Christiansen

USU Eastern Campus Chair: Hannah Lewis

Brigham City Campus Chair: Chad Painter

Blanding Campus Chair: David Baca

## 2.9 Current Map



# of Students from <https://www.usu.edu/aaa/enrollment.cfm> filtered by campus location/ Fall semester 2024/ All other attributes (All)

# of Faculty counted from the individual campus's website directory page

Updated: 6/5/2025

## 3.0 Recruiting Mentors

Mentor recruitment encompasses the activities associated with recruiting mentors, outlining their program expectations and responsibilities, providing training, and developing the mentoring guidebook.

### 3.1 Recruiting Efforts

Faculty mentors will be recruited using three events. The first event is held at the annual fall faculty retreat in mid-August, which takes place at USU's main campus in Logan. This is one of the few times the statewide steering committee can have an audience with all faculty members in the statewide system (see "Faculty Mentor Recruitment Pitch" below).

The second event occurs at the respective campuses each Fall semester during the duration of this program. At the beginning of the Fall semester, each campus has a fall faculty retreat. Campus chairs coordinate with their respective Associate Vice Presidents to dedicate time to promoting the mentoring program at their campus. This will be an opportunity for the campus chairs to educate faculty about the program, answer any questions, and encourage faculty participation as mentors. When social distancing restrictions are in place, this meeting can take place virtually.

The final recruitment event will consist of one-on-one conversations between campus chairs and faculty members at their respective campuses. This will occur at the beginning of each fall and spring semester throughout the duration of this program.

### 3.2 Faculty Mentor Recruitment Pitch

This pitch will be used in the three recruitment events previously described. This pitch was developed in accordance with IRB guidelines and includes the IRB protocol number, as well as contact information for the principal investigator to address questions or concerns regarding the recruitment process, inclusion criteria, research purpose, and time commitment.

#### 3.2.1 Official Recruitment Pitch

Recruitment Pitch for Mentors for Evaluating the Effectiveness of a USU Statewide Faculty-to-Student Mentoring Program on Student Persistence and Success (IRB #11217). The following statement is found in the mentor application and has been approved by the IRB.

You are invited to participate as a faculty mentor in the USU Statewide Faculty-to-Student Mentoring Program that will begin in the fall semester of 2020. The purpose of the program is to help more students in the USU statewide university system 1) Successfully adjust to university life; 2) realize they are valued members of our university; 3) have a clear sense of

purpose; and 4) Achieve their educational goals. Participation by faculty is voluntary. To participate you must be a full-time or adjunct faculty member in the USU statewide system. We are looking for faculty mentor who express personality characteristics such as warmth, empathy, self-awareness, integrity, and honesty and can balance demands. Behavioral characteristics include being productive, effective communication, availability, and a willingness to mentor. The total time commitment to participate in this mentoring program each semester is likely between 5 and 15 hours. This program has a research component. If you have questions about this research, the variables being studied, or the recruitment process please direct them to Principle Investigator David Law, [david.law@usu.edu](mailto:david.law@usu.edu), 435-722-1716. The USU Institutional Review Board protocol number for this study is 11217.

### 3.3 Marketing Materials to Recruit Faculty Mentors.

Marketing materials include print (which can be used on video displays), the program's website, and videos.

#### 3.3.1 Print Materials

Marketing materials developed initially for this program included three distinct marketing packages for (1) USU Eastern, (2) Blanding, and (3) all other campuses in the statewide system. Each package includes a poster, a poster of the month, a flyer, and a TV display. While these marketing packages are primarily intended to recruit student mentees into the program, potential faculty mentors will also indirectly view the materials and may desire to learn more about the program.

#### 3.3.2 Program Website.

The website for the program is <https://statewide.usu.edu/mentor> The introductory page explains the four goals of the program along with an explanation of how the program works. If student mentees and faculty mentors are interested in knowing more about the program, they will click on separate links.

#### 3.3.3 Videos

The Steering Committee has worked with UMAC to develop a testimonial video to be used as part of the recruitment. These videos are available on the statewide mentoring website.

### 3.4 Mentor Training

Mentors will be trained in the following three ways (if in-person contact is prohibited, training will be done remotely):

#### 3.4.1 Group Training

First, campus leads will coordinate with their respective steering committee chair or vice chair and the local Student Success Committee to organize mentor training at their campus. Most of the smaller sites will be able to accomplish this with one training, while the larger sites, such as USU Eastern, may need more.

#### 3.4.2 One-on-One Training

For mentors who cannot attend the group training, faculty leads will provide one-on-one or small-group training.

#### 3.4.3 As Needed Monthly Support Meetings

While our steering committee sees the value of these meetings, particularly in the early stages of the program, there is concern that making them mandatory will be prohibitive to recruiting and retaining faculty mentors. These meetings are up to the discretion of the campus lead.

### 3.5 Guidebook for Faculty Mentors

The guidebook explains how to be a mentor and provides numerous additional resources to support mentors in assisting their mentees. This guidebook will be used during training events and is also meant to be a “standalone” guide. See the *Mentor Guidebook* in the appendix

## 4.0 Recruiting Mentees

Each statewide campus is responsible for recruiting students to the mentoring program at its location. There are numerous activities that can be used to recruit students into the program. Campuses can select activities that are suitable for their specific location, culture, student body, and size.

This section provides examples of activities completed at the various campuses to showcase their programs to students.

### Examples of Recruiting Activities

- Events: Welcome Back Carnival, Open houses, tabling events
- Highlighting the program at First-Year Experience Orientation
- Highlighting the program with the Connections class
- Working with Student Advisors
- Phone campaign
- Email campaign
- Canvas course announcements by instructors
- Mentoring information on the course syllabus
- MyUSU and Social Media Announcements

This section also includes a proposed recruitment timeline to help guide recruitment activities.

### 4.1 Example of an Annual Mentor Recruitment Schedule

Refer to the table on the following page.

Item	Approximate Annual Dates
Send recruiting emails to faculty mentors. Invite them to the annual <b>Mentor Recruitment Presentation</b> .	Each July
The campus committee creates and organizes a recruitment plan, such as a calling campaign list.	Early August
Campus committee discusses and distributes recruitment assignments (calling campaign, fliers, Canvas announcement, etc.).	Early to Mid-August
Campus Committee chair asks faculty to post mentor announcements on syllabi.	Mid-August
The Campus Committee carries out a recruitment plan (such as a calling/email campaign). <b>See the sample email below.</b>	Mid-August to early September
Campus Committee chair holds a <b>Mentor Recruitment Presentation</b> .	Mid- to late August
Campus Committee posts marketing materials (flyers, posters, etc.) and student testimonials on the local campus Canvas page.	Mid- to late August
Recruitment events and activities held (examples include <b>Welcome Back Carnival</b> , or other fall events or activities).	Late August
Faculty mentor signups finished	Late August
Classes Start	Late August
Campus Committee posts a Canvas announcement to advertise the Mentorship Program to students on the local campus Canvas page.	Early September
<b>Faculty Mentor Training</b>	Early September
Student Mentee signups finished	Mid-September
The Matching Subcommittee meets to assign each mentee to a faculty mentor. The Committee Chair then emails each faculty mentor with their mentee list and instructions for reaching out ( <b>see sample email below</b> ).	Mid-September
Mentors/Mentees Meet	Mentors should meet with mentees at least 1x every month. (First meeting for new mentees should be in October. For returning mentees, we should have it in September.) These meetings should include at least two face-to-face meetings per semester, either in-person or virtually.
Campus Committee creates and organizes spring recruitment plan (calling campaign, fliers, Canvas announcements, asking faculty to post mentor announcement on syllabi, etc.)	Early January
Campus Committee carries out a recruitment plan (such as a calling/email campaign). <b>See the sample email below.</b>	Early January
The Campus Committee chair asks faculty to post mentor announcements on syllabi.	Early January
Mentors/Mentees Meet	Mentors should meet with mentees at least 1x every month. (First meeting for new mentees should be in February or March. For returning mentees, we should have it in February.) These meetings should include at least two face-to-face meetings per semester, either in-person or virtually.

## 4.2 Proposed Recruitment Activities

### 4.2.1 Events: Carnival, Open House, Tabling Events

In the fall of each school year, student success committees can host a mentee recruiting committee event, such as an open house. For example, the Uintah Basin campus hosts a school-wide welcome back carnival for students and their families, where mentors and a program resource table greet the entrants. Other campuses have staffed a mentoring resource table at events like USU Eastern's Blue Blast Block Party or have left an unstaffed resource table with information up for the initial weeks of the fall semester.

### 4.2.2 Highlighting the program at First-Year Experience Orientation

The program is identified as a resource to share with incoming freshmen and presented as part of the first-year experience.

### 4.2.3 Highlighting the program with the Connections Course

USU Eastern collaborates with its Connections (USU 1010) instructional staff to promote the program as a valuable resource for its students. Connections covers the value of failure and resilience, developing skills to overcome challenges, fostering a learning community, effective time management, degree planning, being a lifelong learner, conflict resolution, and navigating the USU environment.

### 4.2.4 Calling Campaign

Calling campaigns happen at the beginning of each semester for all new incoming students. USU advisors / Student Success Coordinators can run a report in Argos that will supply the name and contact information of new students. The campus student success committee can break up the list to manageable assignments.

#### 4.2.4.1 Example of a calling campaign:

Script for Student Services or Faculty

\*You don't need to follow this script word-for-word. Try to make it a comfortable, natural conversation. This script provides ideas to help with the conversation. There are three main points to cover:

1. Tell them a little about the program
2. Encourage them to participate
3. Direct them to the webpage

*Hi, I'm (name) from Student Services at Utah State University. Is this (student name)?*

*How are you doing (make comfortable small talk)?*

*This semester we are continuing to offer a program called the USU Uintah Basin Faculty Mentoring Program. In this program a faculty mentor will be matched to you personally to help you achieve your academic goals and graduation. Benefits include:*

- *Asking questions of faculty, such as how to succeed in your academic program, what internship or research opportunities they may have, and how to connect with support services (who to see for unique situations!)*
- *Getting personalized advice on finding your quickest route to career success*
- *Getting to know our local instructors and possibly find connections with peer groups*

*I want to encourage you to participate in this program as I think it will help our students feel more connected to our faculty and campus.*

*Recently you were sent an email about this program, but I wanted to follow up with a personal phone call to encourage you to participate if you thought it might be helpful to you. To learn more about the program and to participate, please go to: <https://statewide.usu.edu/mentor>*

*Do you have any questions about this program I might be able to address?*

*Thank you for taking the time to visit with me.*

#### 4.2.5. Email campaign

Email campaigns can happen at the beginning of each semester for all new incoming students. USU advisors / Student Success Coordinators can run a report in Argos that will supply the name and contact information of new students. A mass email can then be sent to all identified students.

##### 4.2.5.1. Sample email for a campaign

*We're doing an outreach campaign for our Student Mentoring Program to tell students more about it. To learn more about the program and to participate, please go to: <https://statewide.usu.edu/mentor>.*

*In this program, a faculty mentor will be matched to you personally to help you achieve your academic goals and graduate. Benefits include:*

- *Asking questions of faculty, such as how to succeed in your academic program, what internship or research opportunities they may have, and how to connect with support services (who to see for unique situations!)*
- *Getting personalized advice on finding your quickest route to career success*
- *Getting to know our local instructors and possibly find connections with peer groups*

*Please let me know if you have any questions about the program and I would love to meet with you to help prepare for registration!*

#### 4.2.6 Course Canvas Announcements

Faculty can include information in their Canvas courses regarding the mentoring program to recruit mentees to the program.

##### 4.2.6.1 Sample Course Canvas Announcements

#### **Statewide Mentoring Program**

*For students at any of our statewide campuses (not available in Logan yet, so sorry!), I encourage you to consider signing up for our USU Statewide Faculty-to-Student Mentoring Program. The purpose of this program is to help students to: (1) successfully adjust to university life; (2) realize they are valued members of the university; (3) have a clear sense of purpose; and (4) achieve their educational goals. If you sign up, then you will be assigned a faculty member, who will help provide academic support, career guidance, and psychosocial support. If you sign up, you will also have the opportunity to participate in a voluntary research study, whose purpose is to evaluate if the program's effectiveness. The total time commitment is between 2 and 5 hours per semester for as long as you are enrolled in the program.*

To learn more, please visit <https://statewide.usu.edu/mentor>. To sign up, please go to [https://usu.co1.qualtrics.com/jfe/form/SV\\_eQdWbzozv34udr7](https://usu.co1.qualtrics.com/jfe/form/SV_eQdWbzozv34udr7).

#### 4.2.7 Mentoring information included on the course syllabus

Faculty can include information in their course syllabus regarding the mentoring program to recruit mentees to the program.

##### 4.2.7.1 Sample of Mentoring program for a course syllabus

*Faculty to Student Mentoring Program: Undergraduate students in the USU Statewide system are being invited to participate in a new program, called the USU Statewide Faculty-to-Student Mentoring Program. The goals of this program are to help students:*

- 1. Successfully adjust to university life.*
- 2. Realize they are valued members of the university.*
- 3. Have a clear sense of purpose.*
- 4. Achieve their educational goals.*

*Faculty will provide students the following benefits:*

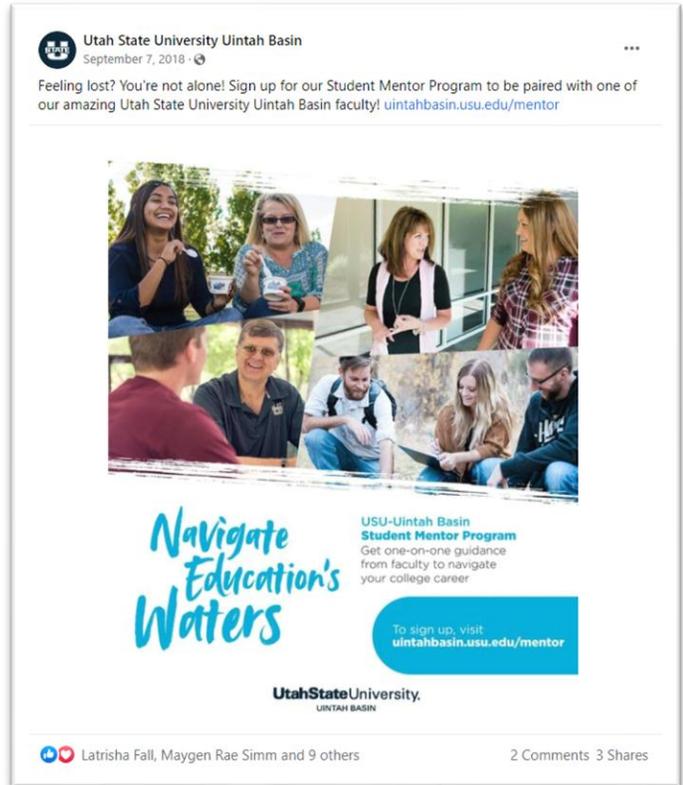
- *Academic Expertise.* Faculty will help you by 1) giving practical suggestions for improving your academic performance; 2) supporting your commitment to learning; 3) encouraging you to discuss and share your academic problems and brainstorm solutions; 4) helping you set realistic goals and map out strategies for achieving them; and 5) helping you think critically about your long-term aspirations and goals.
- *Career Guidance.* Faculty will assist you with your careers goals by 1) examining career options related to your field of study; 2) helping you reflect on competencies needed to achieve your goals; 3) finding the quickest route to career success; 4) helping you network with professionals in your career field; and 5) helping you set realistic career goals and map out strategies to achieve these goals.
- *Psychosocial Support.* Faculty will support you psychosocially by 1) listening to your concerns; 2) providing moral support; 3) identifying and addressing problems; 4) connecting you with support services; and 5) providing encouragement.

*This mentorship program also offers you the opportunity to participate in a related research study. The purpose of the research study is to evaluate if this program helps students adjust to university life and persist to graduation. To participate in the research component, you must be a tuition-paying undergraduate student, be at least 18 years of age or older, and be enrolled in the USU statewide campus system. You can be a student mentee without participating in the research study. If you have questions about this research, the variables being studied, or the recruitment process please direct them to Principle Investigator David Law, [david.law@usu.edu](mailto:david.law@usu.edu), 435-722-1716, who is a professor in Human Development and Family Studies at USU. The USU Institutional Review Board protocol number for this study is 11217.*

*The total time commitment to participate in this mentoring program, without participating in the research component is between 2 and 5 hours each semester for the duration of time the student is enrolled in the program. Participating in the research component will take about 35 additional minutes each semester.*

*Website for more information: <https://statewide.usu.edu/mentor> (Links to an external site.)*

4.2.8 Social Media and MyUSU Announcements  
Facebook and MyUSU can be used to reach out to new mentees and to highlight and recognize the program and faculty mentors.



#### 4.2.8.1 Sample Social Media Campaign

A proposed social media campaign for the mentoring program can be found Appendix C

#### 4.2.9 Videos

In Fall of 2022, three mentoring videos were produced for use in recruitment. These focused on the Salt Lake, Uintah Basin, and Eastern programs. They are available in Box at.



[22 SC Faculty Student Mentor | Powered by Box](#)

#### 4.3 Mentee Guidebook

The mentee guidebook can be found in Appendix B

## 5: Matching Process

### 5.1. Campus Matching

Mentors and Mentees are matched at the campus level. The local Student Success Committee coordinates matches. Mentees are asked at the time of application if they have a preferred mentor, with the option to provide up to three names of possible faculty mentors. The campus committee matches mentors and mentees first based on the request, then by major or interest area, as appropriate.

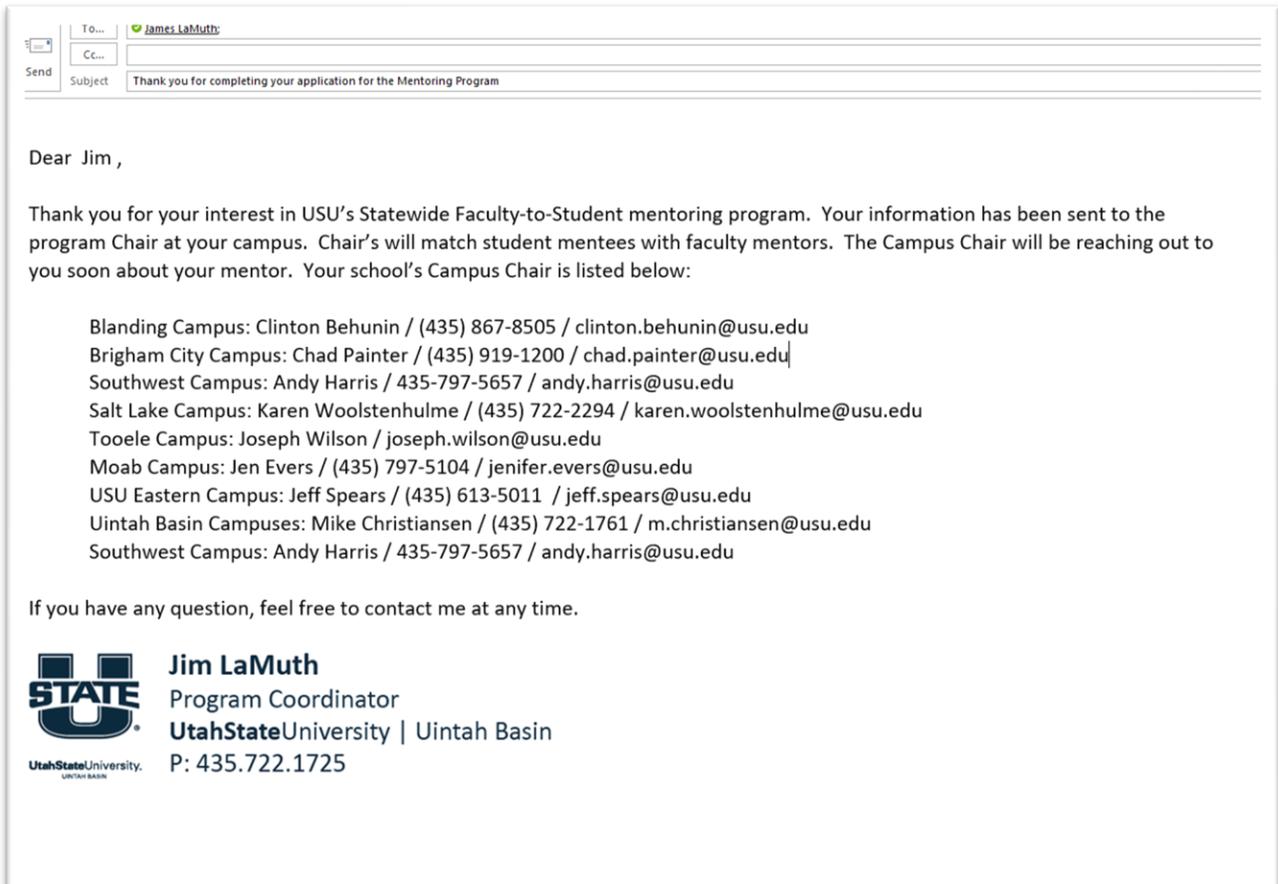
### 5.2. Cross-Campus Matching

The statewide steering committee is exploring this area. There is some cross-campus matching occurring, which is considered on a case-by-case basis.

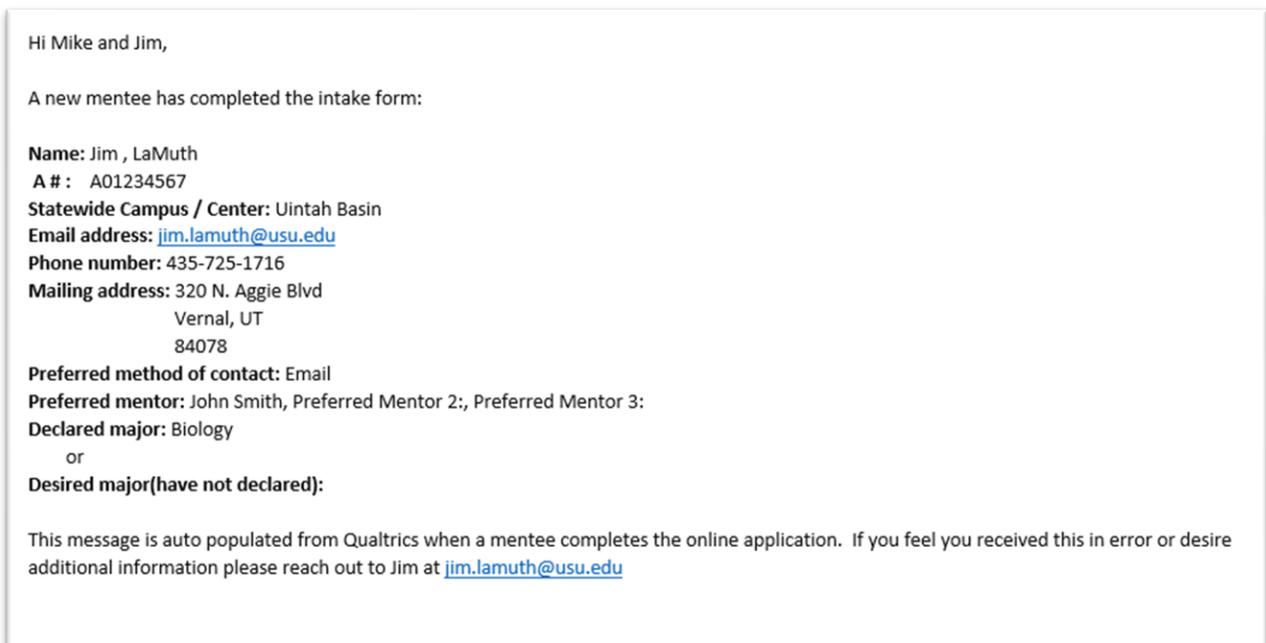
### 5.3. Informing Mentors and Mentees of their Matching

Each campus chair has the flexibility to communicate with incoming mentees as they feel is appropriate regarding their status in the program and who they are matched with. Currently, when mentees apply online through the website, they are completing a form created in Qualtrics. At the time of submission, Qualtrics will send them an auto-generated email. Qualtrics also sends a notification email to the appropriate campus chair informing them of the student's interest in the program. This email is also sent to the data and quality assurance program coordinator.

### 5.3.1 Example of auto-generated intake email sent by Qualtrics



### 5.3.2 Example of auto-generated email trigger sent by Qualtrics to Campus Chair



5.3.3 Sample email sent to Mentee from Campus Chair

Campus chairs may choose to communicate with mentees while they are waiting to be matched. This is an example of when students sign up later in the semester after the initial matching by the campus student success committee.

*Hello (Student name),*

*Thank you for signing up for the Faculty-to-Student Mentoring program! The priority registration date for the program has closed for Spring Semester. However, the program representative for (insert campus) has been notified of your sign-up and they should be reaching out to you soon to discuss pairing you with a mentor.*

*If you have any questions feel free to respond to this email, or you can reach out to your local campus mentoring representative:*

*Campus chair*

*Email Address*

5.3.4. Sample Email sent to Mentors about their match(es)

Campus chairs may choose to send mentors an email with their existing and newly paired matches for the semester. This sample email includes a list and instructions for reaching out.

*Dear INSERT MENTOR NAME HERE:*

*Thanks so much for all you do for USU, and for your willingness to help mentor our students! After a thorough recruiting and calling campaign, the mentoring subcommittee have assigned you to work with the mentees below. Please do the following:*

- Schedule your first meeting with each mentee for some time soon. I suggest following the “Mentor/Mentee Initial Meeting Guide,” found on Pages 17-18 of the attached Guidebook.*
- Please schedule a subsequent meeting with each mentee for each month for the rest of the semester.*
- If you have any questions or need any help, please let me know.*

*Thanks again!*

*--COMMITTEE CHAIR NAME*

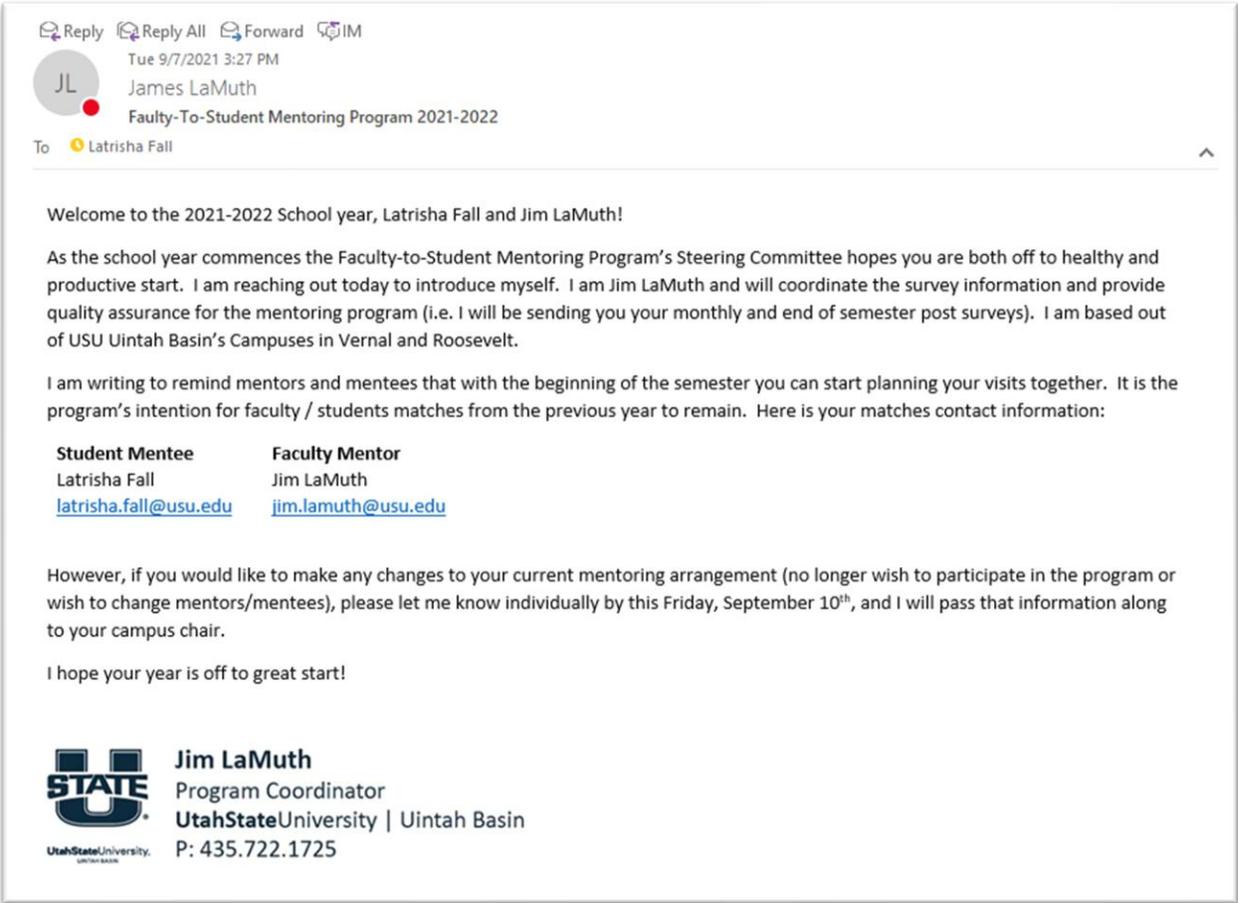
<b>A-Number</b>	<b>First Name</b>	<b>Last Name</b>	<b>Major</b>	<b>Email</b>	<b>Phone</b>
A00000000	First Name 1	Last Name 1	Major 1	Email 1	Phone 7

A11111111	First Name 2	Last Name 2	Major 2	Email 2	Phone 6
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5.4 Maintaining matches from Year-to-Year

Prior to the start of the fall semester, the data and quality assurance coordinator checks the previous spring’s matching list against Banner, verifying the mentee’s enrollment status. The purpose is to check which students are registered and returning for the fall semester. This information is then used to create an updated spreadsheet, maintained by the data and quality assurance program coordinator, for all the campuses. Once the school year begins, an email is sent to both mentors and mentees (registered students) about their previous year’s matching and includes any relevant contact information maintained by the program. The purpose of this email is to encourage all previous matches to start meeting and identify any changes or challenges (students or faculty who have left USU, are no longer interested in the program, or would like a new mentor/mentee.)

5.4.1 Sample Welcome Back email to all current mentors and mentees



## 6.0 Monthly Surveys: Process and Distribution

Each month, both mentors and mentees are sent a monthly survey via email. This email serves as a quality assurance measure, providing participants with an opportunity to rate their satisfaction with the program, share how they are meeting, and report on the duration of their meetings. Additionally, it allows them to express any concerns they may have with the program or their match. The survey is conducted through Qualtrics. Monthly, the information is filtered by campus and sent to the campus chairs as an Excel spreadsheet.

The survey has email triggers built into it to immediately notify the region supervisors and data coordinator when mentors and mentees indicate that they are *very dissatisfied* or *somewhat dissatisfied*. This information is then forwarded to the campus chairs, once it has been determined that it is not the campus chairs or one of their mentees who are very dissatisfied or somewhat dissatisfied in their mentoring experiences.

Information from the monthly surveys is also incorporated in the research component of the program for consenting participants. This data is added to the mentee dataset in SPSS.

### 6.1 Email to Mentees

Hey «First\_Name» «Last\_Name»,

I hope your week is going well. I am reaching out to you to complete USU's Statewide **Faculty-to-Student Mentoring Program** monthly survey for the month of **February**. This survey takes about 2 minutes to complete.

You can access the survey here: [February Survey](#)

If you feel that you received this email in error, please let me know so I can follow up with the Campus Chair at your location.

Thanks!

 **Jim LaMuth**  
Program Coordinator  
**UtahStateUniversity** | Uintah Basin  
P: 435.722.1725

### 6.2 Email to Mentors

The email to mentors includes a list of the mentor's mentee(s).

Dear «Mentor»,

I am reaching out to you to complete USU's Statewide **Faculty-to-Student Mentoring Program** monthly survey for **February**. This survey takes about 2 minutes to complete per mentee.

You can access the survey here: [February Survey](#)

My records show you are matched with the following student(s):

«First\_Name» «Last\_Name»

«First\_Name\_2» «Last\_Name\_2»

«First\_Name\_3» «Last\_Name\_3»

«First\_Name\_4» «Last\_Name\_4»

«First\_Name\_5» «Last\_Name\_5»

«First\_Name\_6» «Last\_Name\_6»

If you feel that you received this email in error, please let me know so I can update the information I have.

Thanks!



**Jim LaMuth**  
Program Coordinator  
UtahStateUniversity | Uintah Basin  
P: 435.722.1725

## Section 7.0 Guidelines for Dropping/Removing Mentees

### 7.1 Conditions for dropping:

1. The student has withdrawn from school.
  1. Mentor may determine that the student has the potential to return and decide to continue mentoring for up to ONE YEAR.
    - i. Mentor should work with students who have the potential to return to  
submit a leave of absence with the registrar.
2. The student has moved out of the area.
  1. If a student is simply switching campuses, but remaining in the USU statewide system, you may continue mentoring or connect to the new campus committee.
  2. If no longer a USU student, they are no longer eligible for USU's mentoring program
    - i. Exception listed above (leave that may be temporary)
3. The student has requested to discontinue as a Mentee.
4. Student is non-responsive to multiple contact attempts by Mentor, Mentor's Campus Chair, or other relevant campus committee member (such as the advisor) via multiple different means (phone, text, email, etc.).

### 7.2 Process for dropping

The campus chair is consulted and works with the mentor, utilizing the following steps below at the campus chair's discretion.

- Student contact information should be verified.
- Mentee may be notified and have an opportunity to respond.
- A second Mentor may be assigned before removing the Mentee from the program.
- Mentee's academic advisor may be consulted for any extenuating circumstances.
- The campus mentoring committee may consult at committee meetings or via email to determine the final decision.
- The campus committee chair may consult with their Region Supervisor for support.

### 7.3 Notification

The region supervisor and Data/Quality Assurance Program Coordinator will be notified of final outcomes regarding any drop processes at statewide campuses. The Data / Quality Assurance Program Coordinator will update appropriate information (current year mentoring spreadsheet and mailing lists).

#### 7.4 Sample Email/Letter to be sent to Mentees

Dear [NAME OF STUDENT],

I hope your semester is going well and you are enjoying your studies at Utah State University. It has come to our attention that you may no longer be interested in participating in USU's Faculty-to-Student mentoring program. Today, we are reaching out to determine if you would like to continue mentoring in the program,

adjust your match with your faculty mentor or update your contact information. We have made several attempts to contact you by email and phone. If you would like to continue to participate in the mentoring program, please respond to this letter as soon as possible.

Our records show that your contact information is:

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

\*\*Mailing address: \_\_\_\_\_

Your faculty mentor is [NAME OF MENTOR]

The mentoring program is voluntary, designed to offer students support as they progress towards their academic and career goals at USU. We want you to be successful. When joining the program, you agreed to respond to contact from your mentor and haven't done so recently, we want to ensure there hasn't been a barrier to your participation in mentoring.

If we do not hear back from you within 2 weeks of the date of this email, we will close your match with your mentor. In the future, if you wish to participate in the mentoring, you will be able to sign up for the program again.

Thank you,

USU Statewide Mentoring Program  
Campus Chair

## 8.0 Research

In 2020, an IRB Proposal was submitted and approved in conjunction with the mentoring program. The study looks to see if mentoring helps mentees achieve the goals of (1) successfully adjusting to university life, (2) feeling like they are valued members of the university, (3) having a clear sense of purpose, and (4) achieving their educational goals. To examine these, researchers will answer the following questions:

1. Do students who participate in the Faculty-to-Student mentoring program have higher persistence and graduation rates and GPA when compared to: (1) a propensity-matched group; and (2) students who did not participate in the program?
2. Do mentees experience pre/post change on: (1) Adjustment to the university; and (2) Sense of belonging?
3. What (if any) correlations exist between the frequency, duration, and intensity of the mentor/mentee meetings (frequency, duration, and intensity are all independent variables) and the following, which are dependent variables: (1) Psychosocial support; (2) Academic expertise; (3) Career guidance; (4) Role model; (5) Adjustment to the university; (6) Sense of belonging; (7) GPA/persistence/graduation rates.
4. Do undeclared students who participate in the Faculty-to-Student mentoring program have a higher rate of declaring a course of study/major when compared to non-mentored students?
5. What are the benefits for mentors such as: (1) Rewarding experience; (2) Improved job performance, and (3) Recognition by others?
6. Programmatically, how do mentors and mentees: (1) Rate their satisfaction with the mentoring relationship; (2) Rate their satisfaction with the mentoring program; (3) Rate the effectiveness of the mentoring program; and (4) Rate how well they understood their purpose and responsibilities. (This question will also seek feedback for programmatic improvement.)

### 8.1 Consent

Mentors and mentees interested in participating in the mentoring program complete an online application at [statewide.usu.edu/mentoring](http://statewide.usu.edu/mentoring). The application requests basic contact information and campus location, and informs the applicant of the research component of the program. They are then asked to choose their level of participation:

Option A: I decline to participate in the program.

Option B: I want to participate in the mentoring program without participating in the research component.

Option C: I was to participate in the mentoring program and participate in the research component.

Mentees and Mentors choosing Option C then read and electronically sign an informed consent form.

## 8.2 Pre-Assessment

Mentees who choose to participate in the research will immediately complete a 13-indicator pre-assessment survey, which evaluates their sense of belonging, management of the academic environment, and educational goals. The pre-assessment is accessed in Qualtrics.

## 8.3 Post Assessment

At the end of each semester, December and April, mentors and mentees who consent to participate in the research are emailed a link to the post-assessment survey. The survey asks mentees to respond to indicators regarding the following attributes: sense of belonging, managing the academic environment, educational goals, academic expertise, career guidance, psychological support, role modeling, satisfaction with the mentoring relationship, perceived effectiveness of the mentoring program, satisfaction with the mentoring program, and understanding the mentoring program.

The mentor's post-assessment asks them to respond to the benefits associated with the mentoring program, their satisfaction with the mentoring relationship, the perceived effectiveness of the mentoring program, and their understanding of the program.

Mentors and mentees will be requested to complete this information multiple times to encourage assessment response rates.

## 8.4 Student Data from the Office of Data & Analytics

To complete the propensity match by evaluating persistence and graduation rates, the program relies on information from the Office of Analysis, Assessment, and Accreditation. This data includes student leave status from fall to fall, graduation status, and criteria for matching covariates (age, sex, college, majority campus, GPA, race/ethnicity, 1<sup>st</sup> generation, and year in school).

Students are assigned based on whether they participated in the treatment (mentoring, regardless of consent) and control (statewide students). In SPSS, they are assigned a propensity score (a probability score based on the dependent treatment variable and selected covariates) and matched by filtering the propensity score and identifying a nearest neighbor control student for each consenting treatment participant.