UNLV

Pathway Goal: Community Partnerships

Action Item #	Report:
1-4	☐ Mid-Year: December 2016
	☒ Year-End: April 2017 (Updated 7/20/17)

Action Item Description:

Involve the community in mentoring students.

Submitted By:

Name	Department
Sue DiBella	Office of Community Engagement

Working Group Members:

Name	Department
Amy Bouchard	Alumni and External Relations
Raelynn Frazier	Career Services
Russ Kost	UNLV Foundation
John Osborn	Lee Business School

Provide a written overview of the year-long process for your working group.

The working group met several times to discuss mentoring best practices. A survey was sent to campus to collect information about mentoring programs across campus. The Office of Alumni Engagement launched UNLV Connect (www.unlvconnect.org) to provide networking opportunities for alumni and students. This platform provides an option for alumni and students to connect for mentoring. To date, there are 1,500 active users. The Office of Alumni Engagement pooled best practices in mentoring and developed a self-directed mentoring program so that alumni and students can start building their own mentoring relationships while the university works out the logistics of developing a directed program: https://www.unlvalumni.org/news/mentoring-program.

2016-17 Accomplishments

Launched UNLV Connect, and it has 1,500 active users. Launched a self-directed mentoring program through the Office of Alumni Engagement.

Recommendations

The working group feels that more staff resources are necessary to implement a mentoring program on campus. The best fit for the operation would be with the Office of Career Services using volunteer support from the UNLV Alumni Association.

2017-18 Next steps
- **What should the goals / activities be for the subcommittee?**
- **Who should be responsible?**

Develop a mentoring program outline and staff resources for review by university administration for funding. The working group responsible for this action item includes Amy Bouchard, Raelynn Frazier, Russ Kost, and John Osborn. Goal is to develop recommendations by Jun. 30, 2017.

Please review the list below and "X" the appropriate box(es).

☒ Potential resources required

☐ Any reports generated by this working group

☐ Metrics to be used

☐ No additional reference material

Any additional information you wish to share.

7/20/17 Addendum – The whitepaper, "Mentorships: Implementing a campus-wide program at UNLV," produced by Raelynn Frazier, is attached per the July 1, 2017 report requirement.

University of Nevada, Las Vegas
Top Tier Subcommittee

Raelynn Frazier, Director UNLV Career Services

John Osborn, Assistant Dean for External Relations, Lee Business School

Amy Bouchard, Senior Director of Administration and Communications, Alumni Engagement and Annual Giving

Russel Kost, Senior Director of Development, UNLV Foundation

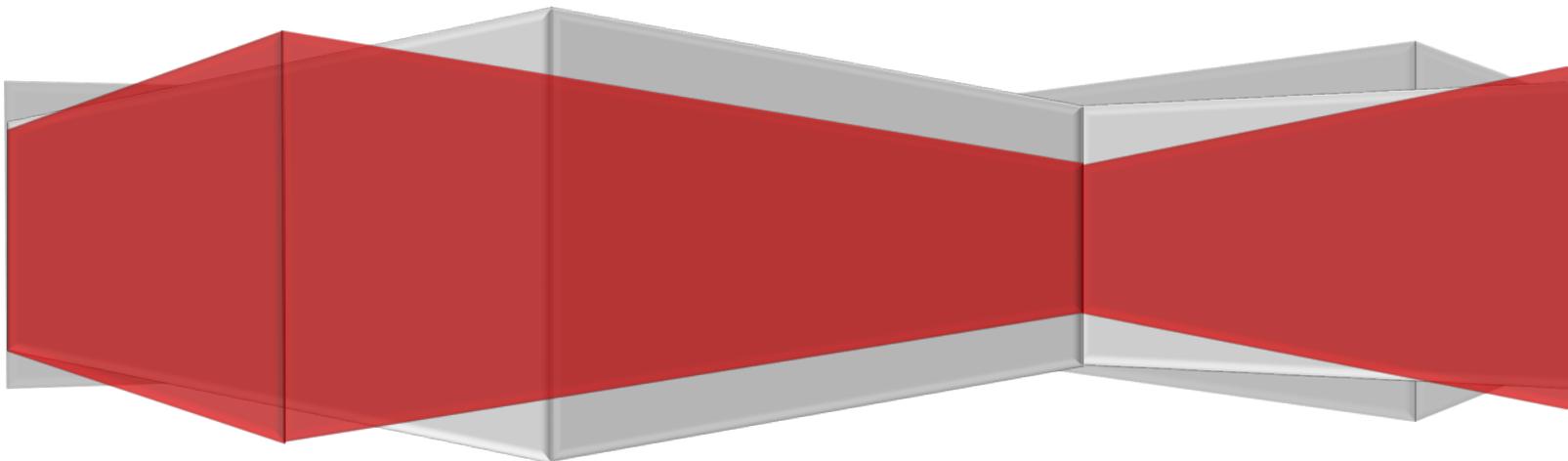# Mentorships: Implementing a campus-wide program at UNLV

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Executive Summary

Mentorships provide an invaluable experience to anyone seeking to learn from experts and grow as a person. The networks and bonds formed during a mentorship experience can be lifelong and function as a vehicle to connect the past with the present when implemented in a university setting. The mentorship relationship may facilitate the galvanization of going to college, becoming alumni, and giving back to the university and the community. Initial survey data and our research support the desire for UNLV to further research the logistics involved with implementing a campus-wide mentorship program thereby providing students and alumni/employers the opportunity to participate in a mentorship program with clearly defined expectations and processes of engagement.

Introduction/ Mentorship Definition/Clarification

The working group met several times to research mentorship concepts at UNLV, at different universities, and to discuss mentoring best practices. Identifying the concept of a mentorship program seems to take on many different definitions depending on where one looks. The general consensus of a mentorship is that there is an active relationship between a mentor – one who is an expert in a content area or skill, and a mentee – one that is seeking advice and assistance with a process or concept.

The W.P. Carey School of Business at Arizona State University provides some clarification on mentorships by providing a cycle of a mentoring relationship.

1. Clarifying expectations
    o Building rapport
    o Contracting
2. Productive phase
    o Direction setting
    o Progress making
3. Maturation and reflection
    o Maturation
    o Reflection

The University of Utah also provides a definition of mentoring as "just-in-time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as a catalyst—an agent that provokes a reaction that might not otherwise have taken place or speeds up a reaction that might have taken place in the future. (research.utah.edu)

In conjunction with **EDUCAUSE**, all be it for faculty mentoring purposes, the University of Utah advertises the benefits of mentoring that are relevant for students as well. (www.educause.edu)

They are:

- Enhanced career development and advancement of the mentee
- Enhanced compensation for the mentee
- Enhanced career satisfaction for both the mentee and the mentor
- Increased managerial productivity for those who are mentees
- Increased employee retention for the mentee

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Exemplars

Arizona State University - W.P. Carey School of Business

The W.P. Carey School of Business offers its business students two types of mentoring options. They are: Peer-to-Peer mentoring and Professional mentoring.

Peer-to-Peer mentoring is offered for freshman business students, where technology, **Connectors@WPC**, matches a freshman with available business students at the sophomore, junior, and senior level to assist the freshman students through career-related activities, e.g. resume, cover letter development, interview preparation.

Professional Mentoring consists of a **Career Discovery** program where sophomore, junior, and senior students can connect with W.P. Carey and ASU alumni and executives, and other professional mentors. This program also uses technology to connect the mentor/mentees based off of major, career desire, and other pertinent information.

University of Utah

The University of Utah utilizes a technology system, **MentorNet,** to connect mentors and mentees within the STEM fields and Health Careers. **MentorNet's** mission is to "diversify the global workforce by helping students - especially women and underrepresented minorities - succeed by matching them with mentors and guiding their one-on-one relationships over the Web". (careers.utah.edu)

The University of Utah also offers a Peer Mentor Institute, (PMI) for new student and family programs, a mentor program at the LGBT Resource Center, along with a mentor program at their School of Medicine. (www.utah.edu)

University of Nevada, Reno

The University of Nevada, Reno offers a mentor program that utilizes student mentors e.g. peer-to-peer. This mentor program utilizes current students who are passionate about student success to work with current students to assist its students through a career readiness and mentoring process. (https://www.unr.edu/career/about/career-mentor-team)

Analysis of Mentorship Program at Seton Hall University

The mentorship program at Seton Hall has grown from a small, decentralized concept to a successful and well-integrated program at their campus. There are four key players that hold an integral role in the development and growth of a mentorship program:

- Career Services
- Academics
- Community Point of Contact/Mentor
- Alumni Foundation

Career Services

When the mentorship program started, it was exclusive to Career Services and essentially included a menu of partnership options. Mentors participated in email newsletters,

office visits, coaching students, and career fair mentorships. They found that this was a good way to get both the campus and community primed for more structured and intricate mentorship program. An example of this starting structure is career fair mentorship. With this event, mentors would reach out to students prior to the career fairs and answer any questions students might have about attending such an event. Then, at the fair, these mentors would float around the fair and approach any students who may not appear comfortable and coach them into approaching employers. This is a very low key and casual way to ease into a full-blown mentorship program.

Academics

From a Career Services solo venture, the program grew into structure and cohesion between departments. The program grew to include (in this case) one academic department. The mentorship program began offering a one-credit course that was complete with goals, objectives, outcomes, and evaluations. This, in turn, not only gave the program structure, but provided metrics and data as well. As a one-credit course, the college found that students took the follow through of the program more seriously, it was timed with the semester, and the program could be limited to maintain structure.

Their pilot year saw 15 students and 15 mentors participate. This year, they are on track for a 50:50 ratio. The program begins with a kick off dinner where students meet their mentors, the credit responsibilities for the course are explained, and students are given a time to network with the prospective mentors. For this model, student and mentor must meet a minimum of four times per semester: the kick off dinner counts as one time, followed by one meeting at the employers' location, one meeting at the school, and one meeting either through Skype or over the phone. This gives students a breadth of experience communicating with the mentor in various environments and mediums.

From there, a wrap up reception ends the semester. During this time, students are each asked to stand in front of the group and provide their elevator speech, which is a 30 second discussion about their academic programs and potential career goals. This program found this structure to be an excellent way both assist students with the networking process while also building on career-focused skills. The students are then added to a LinkedIn page that is closed to those not in this mentorship program so that both students and mentors can continue to network.

Community Point of Contact/Mentor

For this model, the Community PoC/Mentor is exclusively alumni focused: meaning only alumni are able to serve as mentors in this program. The parameters of the program go a step further by limiting the alumni to high level executives (owners, VP's, directors, etc.). There is minimal commitment on the part of the mentor with a huge return on investment. With four meetings per semester and a semester end reception, the mentor is able to connect with students as well as other community partners on a regular basis.

Alumni Foundation

For this program, Alumni are the only individuals allowed to mentor students. As a result, partnerships with the Alumni network on campus are vital for contacts, relationships, and follow up. In this case, the Alumni network also assists with both vetting and partnering mentors and students based on the alumni's background and areas of expertise.

Overall Take Aways of the Mentorship Program
- Students and mentors must both adhere to set guidelines
- The relationship must be owned by the student
- There must be no additional agenda for mentors in this program
- At the completion of the program, setting up a way for students to have access to all mentors is key (LinkedIn page)
- While Seton Hall only utilizes high level alumni in their program, I would argue such a practice will exclude a vital resource in our community. This will, in turn, create more work on our end vetting the mentors, but the extra effort would be worth the value outcome for the students
- The tiered implementation of the program from unstructured to structured is key to the successful integration both with students and mentors, but the college as well. While there are limitations to an unstructured model, those are easily outweighed by the benefits of easing into a program rather than a quick shift.

(Information taken from a workshop presented by Reesa Greenwald at 2017 NACE Conference)

UNLV

Office of Alumni Engagement and Annual Giving

The Office of Alumni Engagement and Annual Giving launched UNLV Connect (www.unlvconnect.org) to provide networking opportunities for alumni and students. This platform provides an option for alumni and students to connect for mentoring. To date, there are 1,800 active users with 600 alumni willing to mentor a student and 350 alumni willing to mentor fellow alumni.

The Office of Alumni Engagement and Annual Giving pooled best practices in mentoring and developed a self-directed mentoring program so that alumni and students can start building their own mentoring relationships while the university works out the logistics of developing a directed program. (www.unlvalumni.org/news/mentoring-program)

William F. Harrah College of Hotel Administration

The William F. Harrah College of Hotel Administration currently offers a mentorship program for its hospitality students. "The mission of the Hotel College Mentor Program is to provide students with the opportunity to meet hospitality industry professionals who are willing to share their knowledge, experience and advice to assist students in making better career choices. Additionally, the program seeks to foster relationships with the employer

community to provide students with an insight into the world of work."
(www.unlv.edu/hotel/mentor)

Rebel Ready Mentoring Program

There is a new mentoring program on campus known as The UNLV Rebel Ready Mentoring Program. This program's focus is to "connect engaged faculty and staff members to undergraduate students who qualify as Rebel Ready to promote meaningful, one-on-one mentoring. The goal of the program is to increase the retention, progression, and completion of this student population". (https://www.unlv.edu/advising/mentoring-program)

According to the website, as a Rebel Ready Mentor, you will:

- Be assigned one undergraduate Rebel Ready mentee and receive his/her contact information, class standing, and major.

- Engage in initial contact with your Rebel Ready mentee and determine mutual schedule availability.

- Meet with your Rebel Ready mentee at minimum twice a semester (once before mid-term and once after) in a professional setting. If you wish to do so, you can meet with your mentee over lunch in the Hazel M. Wilson Dining Commons at no cost (while funding is available).

- Receive basic materials for best practices in mentoring.

- Remain in touch with your mentee.

Multicultural Programs for Engineering, Sciences, Allied Health Sciences, Community Health Sciences, and Nursing

Another mentoring program at UNLV is housed within Multicultural Program. "The Multicultural Program for Engineering, Sciences, Allied Health Sciences, Community Health Sciences, and Nursing (MP) encourages all of its participants to seek out and establish mentoring relationships with engineers working in the local community. Mentoring relationships serve as vital components of academic, professional, and personal development. It is through these relationships that individuals learn about the true responsibilities and day-to-day routines involved with their chosen career paths. Mentors help students develop links between education, research, and industry". (www.unlv.edu/multicultural/mentor)

Survey Information

In an attempt to provide a starting point in collecting mentorship data and to create a baseline understanding of the need/demand of mentorships at UNLV, UNLV Career Services

recently surveyed students and employers that attended the Internship & Summer Job Fair 2017 along with the parents of new students at New Student Orientation sessions.
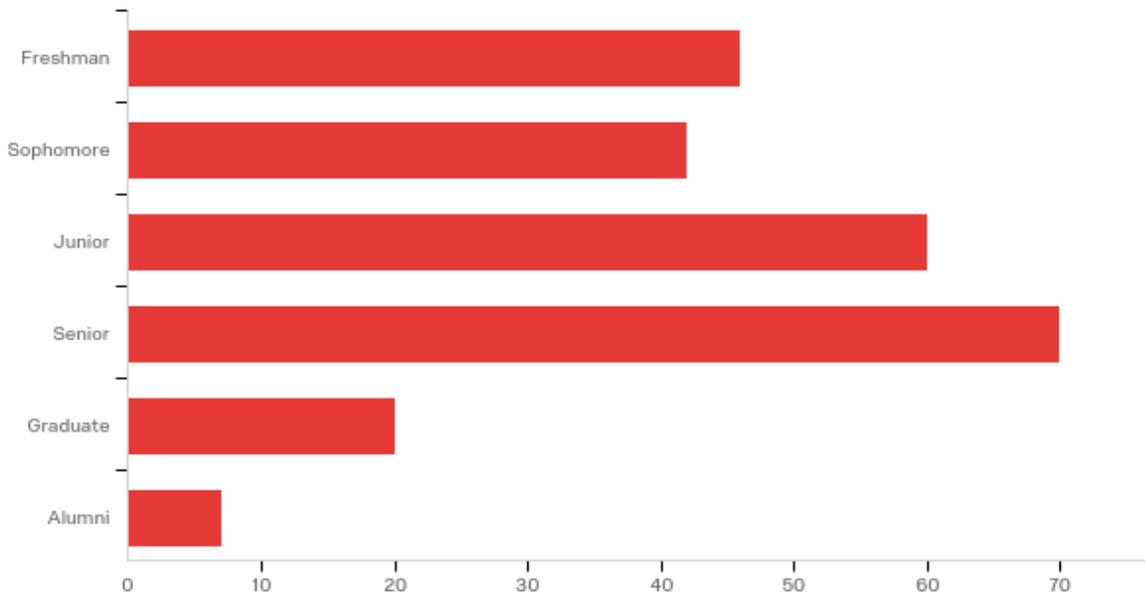
Below are the results of the survey questions:

**Student Survey Responses – 250**
Employer Survey Responses – 80
Parent Survey Responses – 95 (information is being collected throughout the entire summer)

General Mentorship Survey Information

Class standing of those students surveyed at the Internship & Summer Job Fair 2017


Student Question - If UNLV offered a mentorship program would you be interested in participating in the program?

6.53%

93.47%

Yes   No
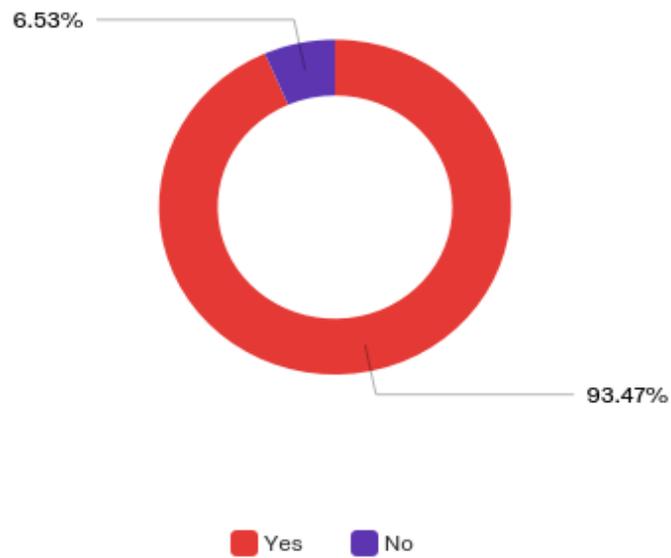
Employer Question - If UNLV were to develop a Mentorship Program for its students, would you be willing to participate in this program?

29.87%

6.49%

63.64%

Yes   No   Unsure
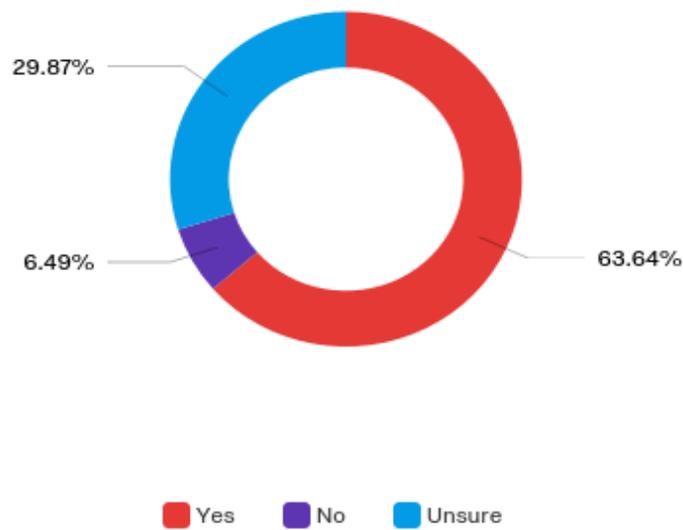
Employer Question - Would you be willing to participate in classroom presentations at UNLV?

Yes   No   Unsure
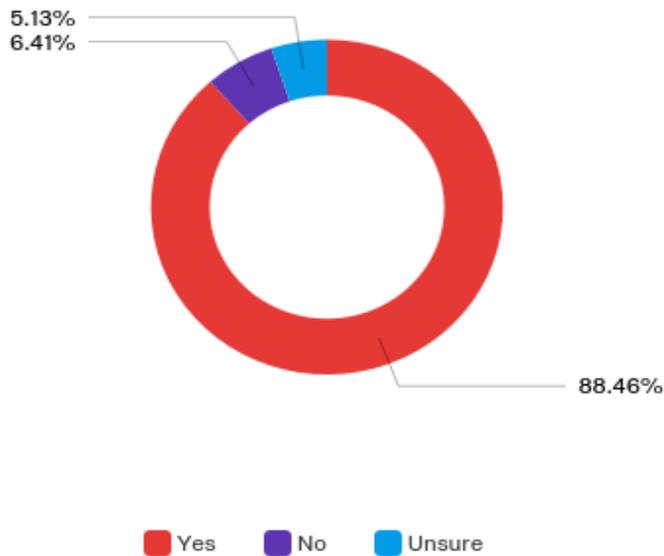
This question definitely identifies the overwhelming desire that employers have to interact with our students and be engaged with them not only from an employment perspective but from an academic perspective to meet the students 'where they are at'.

Employer Question - Would you like your name/company name/contact information on a public website at UNLV? (classroom presentations)

Yes   No   Unsure
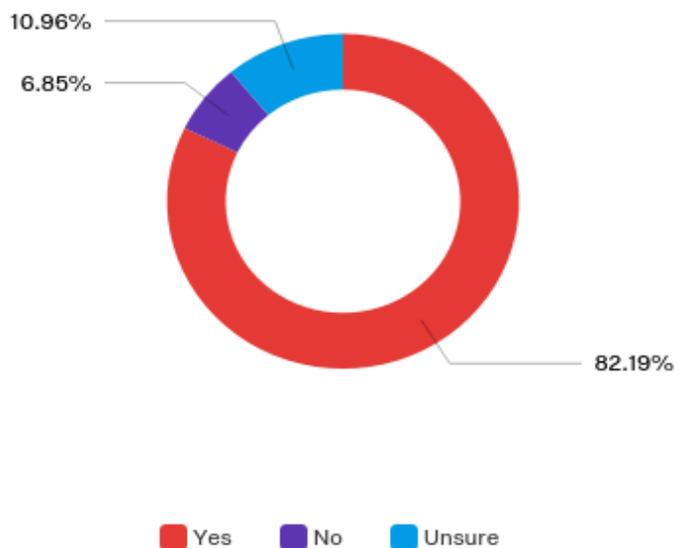
This question was purposefully asked from a classroom presentation perspective to capture an idea of how employers felt about their contact information being made public and available.

This question can be asked again from a mentorship perspective once specific guidelines of mentorship engagement have been defined further to assess whether or not mentorship information would/should be made public.

Parent Question - If UNLV offered a mentorship program would you want your student to participate in the program?
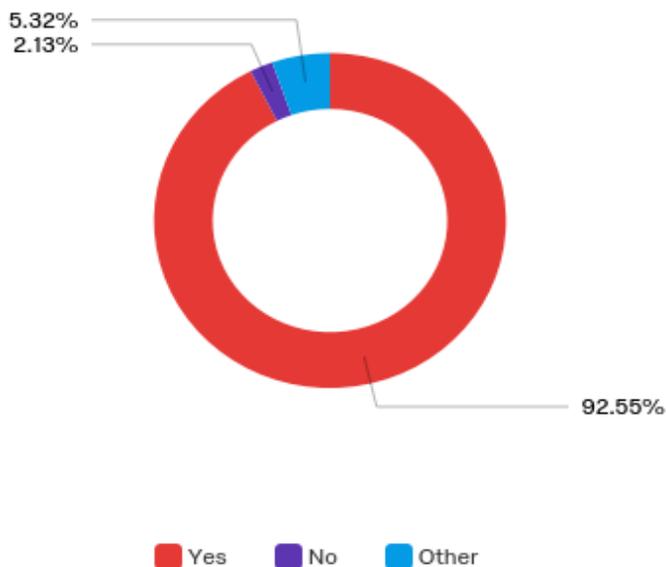
The responses that were added to the 'unsure' answers are as follows.

yes, more opportunities = more choices !
Unsure, need more information
maybe
up to her
Depends on details

Proposed Solution

Our research into mentoring programs found that there is not a campus-wide mentorship program. When researching the concept of mentoring programs further, the subcommittee immediately recognized that additional staff resources are necessary to implement a mentoring program on campus. The bare bones of a mentoring program have been developed at UNLV; however, this mentoring system was based off a program implemented at UCLA that has a team of six full-time staff members dedicated to the program.

At this time, mentoring programs are managed by the various departments and units at UNLV that want to offer them. The subcommittee's recommendations are to charge UNLV Career Services with leading the campus-wide mentoring efforts, to utilize its career management system, branded as Hire A Rebel to coordinate mentoring efforts, and to provide staffing resources and a commensurate budget. Furthermore, UNLV Career Services would work with the various units, including the Alumni Association to manage the mentorship program.

Conclusion

With the overwhelming demand facing career centers situated on a college campus surrounding connecting students to successful professionals in the community, the development of a UNLV Mentorship Program is inevitable. The natural marriage of mentorship, alumni, academics, and career services lends itself to the overall success of a mentorship program. There are a variety of models to developing and executing a successful mentorship program; however, by researching the successes and setbacks of other university programs and applying those standards and models to the unique structure of UNLV, a program that will benefit the students, school, and community as a whole is easily attainable.

References

Arizona State University, Mentoring Cycle by Fukui, Taylor,
https://blogs.wpcarey.asu.edu/undergrad/what-is-mentorship-the-mentoring-cycle/

Arizona State University, https://blogs.wpcarey.asu.edu/undergrad/meet-your-mentor-peer-
and-professional-mentoring-at-w-p-carey/

University of Utah, MentorNet: http://careers.utah.edu/diversity/diversity.php &
https://www.utah.edu/

University of Utah, Mentor Definition and
Educause: http://research.utah.edu/mentoring/faculty/build-program.php

Educause/The University of Utah: https://www.educause.edu/careers/special-topic-
programs/mentoring

University of Nevada, Las Vegas, William F. Harrah College of Hotel

Administration**,** https://www.unlv.edu/hotel/mentor

University of Nevada, Las Vegas, Rebel Ready Mentoring

Program https://www.unlv.edu/advising/mentoring-program

University of Nevada, Las Vegas, Multicultural Programs for Engineering, Sciences, Allied Health
Sciences, Community Health Sciences, and
Nursing: https://www.unlv.edu/multicultural/mentor

University of Nevada, Reno, Career Mentors: https://www.unr.edu/career/about/career-
mentor-team