



Higher Education  
Quality Council  
of Ontario

An agency of the Government of Ontario

## Evaluating the Effects of the Faculty of Arts and Social Sciences Mentor Program Appendix

Tina Pugliese, Tamsin Bolton,  
Giavana Jones, Giovanna Roma,  
Sarah Cipkar, Ryan Rabie,  
University of Windsor



Published by

## The Higher Education Quality Council of Ontario

1 Yonge Street, Suite 2402  
Toronto, ON Canada, M5E 1E5

Phone: (416) 212-3893  
Fax: (416) 212-3899  
Web: [www.heqco.ca](http://www.heqco.ca)  
E-mail: [info@heqco.ca](mailto:info@heqco.ca)

### Cite this publication in the following format:

Pugliese, T., Bolton, T., Jones, G., Roma, G., Cipkar, S., Rabie, R. (2015). *Evaluating the Effects of the Faculty of Arts and Social Sciences Mentor Program Appendix*. Toronto: Higher Education Quality Council of Ontario.



The opinions expressed in this research document are those of the authors and do not necessarily represent the views or official policies of the Higher Education Quality Council of Ontario or other agencies or organizations that may have provided support, financial or otherwise, for this project. © Queens Printer for Ontario, 2015

## Table of Contents

Appendix A: The FASSMP Model .....	3
Appendix B: CLASSE Survey.....	5
Appendix C: Focus Group/Interview Questions.....	6
Appendix D: Results of Interviews and Focus Groups .....	9
Appendix E: Past Mentors.....	40

## List of Figures

Figure 1: FASSMP Class Structure .....	3
Figure 2: FASSMP Team Model.....	4
Figure 3: Past Mentor Survey Participants by Year.....	40

## List of Tables

Table 1: First-Year Student Interview Responses .....	9
Table 2: Mentor Interview Responses .....	15
Table 3: Instructor Interview Responses .....	27

## Appendix A: The FASSMP Model

Figure 1: FASSMP Class Structure

First-Year Course	Entry Year	Description of FASSMP Integration
<b>Past to Present: Understanding History</b>	2008	This first-year, required history course was developed specifically with mentors in mind. A 45-minute portion of each three-hour class was dedicated to breakout groups with the mentors. Mentors met with their groups following the lecture portion of the class and discussed both the lecture and the week's readings. Mentors also helped facilitate a semester-long group project that students had to present as a group at the end of the semester. Mentors have been embedded successfully in this course since 2008. The mentor-to-mentee ratio was approximately 1:9.
<b>Nature of Theatre</b>	2008	This first-year, required drama course ran for 90 minutes, twice per week. The course was not specifically developed with mentors in mind but has, through collaboration between the course instructor and FASSMP coordinators, been modified to include 15-minute mentor group breakout sessions during each 90-minute lecture. The mentor-to-mentee ratio was approximately 1:15.
<b>Introduction to Canadian Politics and Government</b>	2010	This first-year, required course for political science students was also not specifically developed to use mentors in the classroom, but over time it has developed a model that fits well. The course was reserved only for political science majors and had two 90-minute lectures per week. The course instructor integrated 20-minute mentor group breakout sessions at either the beginning or end of each lecture. Mentors also played a large leadership role within the political science department, helping with recruitment and establishing a department-wide student society. The mentor-to-mentee ratio was approximately 1:10.
<b>Introduction to Psychology</b>	2011	This first-year, required course for psychology students joined the program in the same semester that this research study began. The course reached 900 first-year students from a variety of disciplines. Unlike the three courses mentioned above, the psychology course added mentors to its one-hour lab component rather than to the lecture. These labs were taught by graduate students, so mentors worked directly with them instead of the course instructor. As this was the first year that mentors were used in the course, there were challenges in navigating the logistics of how mentors would facilitate in a lab setting compared to a lecture class. Issues of space, the numbers of students in labs and difficulties working with graduate assistants (GAs) for the first time all created challenges. This was a new model for the FASSMP and required a great deal of regular trouble-shooting. Mentors often only had about 10 to 15 minutes of lab time to facilitate breakout. The mentor-to-mentee ratio was approximately 1:30.
<b>Principles and Methods of Sociology</b>	2011	Like the psychology course, this first-year required course for sociology students joined the program in the same semester that we embarked on this research study. The course reached 800 first-year students from a variety of disciplines. Like the Introduction to Psychology class, mentors worked with graduate student TAs during one-hour labs each week and had about 10 to 15 minutes for their breakout session. The mentor-to-mentee ratio was approximately 1:40.

**Figure 2: FASSMP Team Model**

<b>FASSMP Team Model</b>	
<b>Participants</b>	<b>Roles</b>
<b>FASSMP instructors</b>	<ul style="list-style-type: none"> <li>- Managers of the FASSMP</li> <li>- Creators and instructors of the “Mentorship and Learning” course</li> <li>- Facilitate leadership techniques and best practice models</li> <li>- Supervise senior mentors and mentors</li> </ul>
<b>Senior mentors</b>	<ul style="list-style-type: none"> <li>- Co-instructors and teaching assistants for the FASSMP class</li> <li>- Mentor group of assigned mentors</li> <li>- Model breakout techniques and best practices during class hours</li> <li>- Point of reference and help for mentors</li> <li>- Observe mentors in their disciplinary practicum breakout sessions</li> <li>- Act as liaisons between mentors, course instructors and FASSMP instructors</li> </ul>
<b>Mentors</b>	<ul style="list-style-type: none"> <li>- Facilitate learning techniques in their respective disciplines</li> <li>- Reinforce material and study methods conducive to success</li> <li>- Answer course-related content with discretion and in consultation with course instructors and teaching assistants</li> <li>- Point of reference and help for first-year students</li> </ul>
<b>Course instructors</b>	<ul style="list-style-type: none"> <li>- Professors from each FASS discipline</li> <li>- Representatives of the FASSMP in their respective departments</li> <li>- Time manage class and breakouts</li> <li>- Inform mentors of weekly breakout topics ahead of time</li> <li>- Liaise with mentors from their discipline</li> </ul>
<b>Graduate assistants/ Teaching assistants</b>	<ul style="list-style-type: none"> <li>- Perform the role of normal GA/TAs: teach new material, correct assignments, answer course-content related questions</li> </ul>
<b>First-year students (mentees)</b>	<ul style="list-style-type: none"> <li>- Attend first-year class and engage in breakouts with mentors</li> <li>- Approach mentors for learning techniques and questions related to university transition</li> <li>- Ask GA/TAs questions regarding specific course content</li> </ul>

## Appendix B: CLASSE Survey

### Mentor-Specific Questions

So far this semester, what is your general impression of the Mentor experience in your (...) class ?

39. **How often have you actively engaged in the breakout sessions or activities lead by your Mentor?**

Never/Rarely                      Sometimes                      Often                      Very often

40. **How comfortable are you interacting with your Mentor?**

Uncomfortable                      Somewhat comfortable                      Comfortable                      Very comfortable

41. **To what extent has your Mentor been useful in helping you transition to university?**

Very little                      Some                      Quite a bit                      Very much

42. **To what extent do the varieties of activities/strategies lead by your Mentor help you better understand the course material?**

Very little                      Some                      Quite a bit                      Very much

43. **How often have you consulted your Mentor on academic issues?**

Never                      Once                      2 times                      3 or more times

44. **How often have you consulted your Mentor on non academic but university related issues?**

Never                      Once                      2 times                      3 or more times

45. **To what extent is the experience with your Mentor helping you to be a good student?**

Very little                      Some                      Quite a bit                      Very much

46. **To what extent is the Mentor experience *motivating* you as a student?**

Very little                      Some                      Quite a bit                      Very much

## Appendix C: Focus Group/Interview Questions

### 1) Focus Group Questions: First-Year Students Protocol

#### Theme 1: First-year student transition

1. How useful was your mentor in helping you transition to university?  
→ Can you give examples?
2. How useful were the mentor led breakouts?  
→ What was your favorite activity and why?  
→ What was your least favorite activity and why?  
→ Can you tell us about a particularly helpful or memorable activity?  
→ Can you tell us about a particularly unhelpful activity?

#### Theme 2: Value of Mentor

1. Do you think having a mentor is valuable for a first-year student?  
→ Why? Why not?
2. Would you consider being a mentor?  
→ Why? Why not?
3. Would you recommend a course that has mentors to friends who are coming to university?

#### Theme 3: Additional Feedback or Comments

1. What additional feedback do you have for the FASS Mentor Program?

#### Ending (Is there anything you would like to add?)

**Thank you for your participation!**

## 2) Focus Group Questions: Mentor Protocol

### Theme 1: First-year student transition

1. In what ways do you feel you helped first year students' transition to university?  
→ Can you give an example or tell a story of a positive way in which you helped a first-year student?

### Theme 2: Impact on Mentor

1. How did the Mentorship & Learning course prepare you for your practicum work?
2. What impact did the FASS Mentor Program have on your university experience?
3. What skills, gained through the Mentorship experience, do you believe will be the most useful in your future endeavors?

### Theme 3: Additional Feedback or Comments

1. Would you recommend the mentorship experience to other students?  
→ Why or why not?
2. What additional feedback do you have for the FASS Mentor Program?  
→ What might you change about the program to make it more effective?  
→ What would you keep the same?

### Ending (Is there anything you would like to add?)

**Thank you for your participation!**



### 3) Interview Questions for Instructors

1. What led you to integrate mentors into your first-year course?
2. How does the mentor experience benefit:
  1. students in your course?
  2. mentors who work in your class?
  3. you?
  4. your department?
3. Does the mentor experience create challenges for:
  1. students in your course?
  2. mentors who work in your class?
  3. you?
  4. your department?
4. Have you noticed any changes in your approach to teaching since integrating student mentors into your classroom?
5. How connected did you feel to the mentors in your classroom? How important is that connection?
6. Would you recommend the use of mentors in other University of Windsor classes? Why or why not?

## Appendix D: Results of Interviews and Focus Groups

Table Legend	
	Positive impacts
	Challenges to impact

**Table 1: First-Year Student Interview Responses**

Theme	Topic	Quote
Academic Impact	Practical Advice: Mentors provided students with assistance with specific tests and assignments	<p>“When it came to the midterm and the exam, obviously I've never done a university exam before ... Our mentor gave us a lot of tips on the format and everything like that.”</p> <p>“She would literally guide us, into how to answer the questions and how basically, what exactly the professor might be looking for and how best to tackle certain questions.”</p> <p>“[N]ormally I would have just scanned through and done whatever but they actually advised us to make sure that read all the little things that are on the side that I normally wouldn't have done, told us to like key [...] areas that were probably more important to study which I probably wouldn't have looked at.”</p>
	Constructive Feedback: Mentors provided constructive feedback to help students	<p>“[L]earning to write a paper, I don't know about you but in high school we never really had to write a paper except in English. It wasn't the same, and so he did give pretty good tips in terms of you should be starting your research now, do this before you try and do that. And just feedback, he read over my paper even before I handed it in, so that was nice, just having someone who's experienced do that.”</p>
	Content-specific Learning: Mentors helped explain content to students	<p>“I would say that the mentor is much more effective in terms of actually teaching the material and you applying it to your own life and just understanding the material.”</p> <p>“[W]e actually did an activity where we all got into groups and we had to do like pantomimes of what these parts would do and so that was kind of interesting 'cause then when I was studying in my head I was like “oh yeah that's when they did this kind of thing.” So I was able to relate what we had acted out to what I was supposed to be learning. So that kind of helped. I mean even they had like fill in the blanks and that helped.”</p>

Theme	Topic	Quote
	<p data-bbox="423 489 703 642">Critical Thinking Skills: Mentors helped students to reflect and think differently about information</p> <p data-bbox="423 1136 675 1352">Increased Engagement and Participation: Mentors increased interaction and participation through activities to engage students</p>	<p data-bbox="729 264 1446 420">“I guess just going over like, we had the lecture beforehand and so we take notes and then whatever and then in the breakout group, we would discuss as a group what everyone thought of the lecture and people, if you missed something you discussed it then. So just like recap the lecture and make it easier to understand.”</p> <p data-bbox="729 489 1435 644">“I saw significant differences with how I learned the information and was able to recognise the information come the test time. So with the mentors, it was kind of more clear because I had the extra time to go through things with the mentors whereas in other class I didn’t have that.”</p> <p data-bbox="729 684 1442 871">“Not really thinking-thinking, but in the sense that, it’s different because here they don’t really feed you information just like that. Sometimes your opinions actually matter, so and then next times like that, actually meant that, would think in a way or create parallels in my thoughts, and the parallels could actually be linked to a certain topic.”</p> <p data-bbox="729 911 1446 1066">“And then at the same time she was like okay we should think like our opponents, who were against the voting age being reduced to 16. Which come up with idea, which help us know what to go and research, what to research know exactly what to talk about during the debates.”</p> <p data-bbox="729 1136 1430 1291">“Yeah. I like the activity part, namely because like I am an active learner. I had a brain tumor so I can’t really memorise very much anymore. So my learning style, I have to do things to memorise them or to get them to click in my head. So, more application-based than theory-based.”</p> <p data-bbox="729 1331 1425 1392">“I like hands-on. It’s a nice break from reading a textbook all day long and then getting up and going to class lecture style.”</p> <p data-bbox="729 1432 1403 1520">“So that way whether it was a game or like a fill in the blank worksheet or something like that so that way we could kind of apply it more than just having facts spit out at us all the time.”</p> <p data-bbox="729 1560 1446 1715">“I really liked that he would come with activities and he would come with markers and stuff ... We were doing something on Quebec sovereignty, so he’s like draw how you see this. So just for people who are visual learners, I’m a visual learner so drawing it out and having to demonstrate ... I liked that activity.”</p>

Theme	Topic	Quote
	Approachability and Accessibility: mentors were easy to approach, fewer barriers to asking questions, getting feedback etc.	<p data-bbox="727 264 1438 323">“I think it got us all engaged to learning and instead of just sitting there being like, “Okay. when we are done?”</p> <p data-bbox="727 327 1438 449">“What my mentor did was instead of just going all out and doing all the talking, she wanted everybody to participate, so she has to come up with all these games like pictorials or answering questions.”</p> <p data-bbox="727 520 1438 709">“[The mentor’s] very easy to approach, I could ask him a question and everything. But I feel like sometimes professors don’t usually understand, I think sometimes they forget what it is to be young and everything. So if there was someone in between like a TA or GA, yeah, the person would understand and say okay fine, do it this way or do it that way.”</p> <p data-bbox="727 747 1373 806">“Mainly I would go to the mentor because it was easier and quicker response.”</p> <p data-bbox="727 844 1438 1033">“Sometimes it is really scary to walk into an advisor’s office or to walk into like a professor’s office and ask them the questions you want to ask, whereas someone who may be only a couple of years older than you and still be in school and all that they are kind of your peer. It’s a lot easier to ask them, “Hey, what is this all about?”</p> <p data-bbox="727 1071 1438 1260">“You could ask them what program they were in, how they were enjoying it and they were just comfortable in speaking to you. So it kind of ... if you are a first year student, and it is very overwhelming, it was good to have another student who was only two or three years ahead of you, right? It is sort of easy to put yourself in their shoes and see okay and ... they were good.”</p> <p data-bbox="727 1297 1438 1419">“I thought they were pretty approachable. They were very nice from the start – even the first day they wrote their emails down on the chalkboard and like you know, ‘Any time, we’re available if you want to meet up we can go and talk.’”</p>
Interpersonal Skills and Social Connections	Positive Work Environment: Mentors helped create and facilitate safe learning environment	<p data-bbox="727 1461 1438 1554">“Instead of just being sitting by yourself and being like all ‘Okay well I want to go now.’ Instead we went there to cooperate with each other. We learned different skills, like social skills, together.”</p> <p data-bbox="727 1591 1438 1747">“It was easier for us to learn new information by interacting with each other and kind of balancing feedback because maybe one person didn’t understand [course content] and another person did. You could kind of ask questions to each other and understand it that way.”</p>

Theme	Topic	Quote
	<p>Increase in Social Connections: Small group structure offered the ability to create friendships with other students, reducing feelings of isolation</p>	<p>“All the activities [the mentor] did were so like getting everybody to talk and getting everybody to cooperate with each other. And it was sort of like opening up ideas.”</p> <p>“I thought it was helpful, to be able to meet people like that, that way. Often in big classes like that it’s hard to make friends with everyone around you.”</p> <p>“The only people I made relationships with in that class were the people in my breakout groups ... because it was easier to have conversations cause you can’t talk when you are listening to a lecture ... so it definitely made it easier in that way.”</p> <p>“I know a lot of students like me don’t live on Res [residence] and it’s gonna be harder to meet people. But with the mentorship we were divided into groups, and we had focus groups, so it was easier to talk to people. I find it was very useful and it helped me a lot seeing that I wasn’t on Res at all.”</p> <p>“I made friends with a lot of people in my lab that I didn’t expect to.”</p>
Structure	<p>Time Constraints: Some students felt there was not enough time in breakout sessions to cover material</p> <p>Mentor-Student Ratio: Students from classes with larger groups expressed desire for them to be reduced in size</p>	<p>“I felt like they were very fast-paced and they didn’t cover a lot within them. It was just too short, you know, like twenty minutes.”</p> <p>“Even just extending the lab period time because it was kind of a short amount of time. So even if you like extended it a little bit just to make sure that everybody did get through everything.”</p> <p>“But be more aware of the time constraints, because even though our lab was only an hour, 50 minutes, there was times when they went over, and then when the GA needed to go over and do the actual class work, she didn’t have enough time to allocate to the class itself.”</p> <p>“I guess you would have to double the amount of mentors to do this but going from like 10 people to 5 people per group ... I think it would be more beneficial for the 5 people instead of the 10 people.”</p> <p>“I think, as I said before, just start it earlier I think making them focus more and more individually, more dialogue, one on one with students, rather than on a group.”</p>

Theme	Topic	Quote
Academic Connections	Curriculum Misalignment: Some students did not see the connections between course content and activities	<p>"I guess it's not useful because I am not sure how it related to the course at all. But we were doing an activity ... and I can't remember – it just seemed useless to me because I don't even remember why it connected to our course."</p> <p>"I think that every lab needs to go through the same thing, 'cause I know my only one downfall was that come the exam time there were some things we did not necessarily cover where other labs did and then vice versa."</p>
	Appropriateness of Activities: Some students felt that activities were childish and not appropriate for university students	<p>"I found it kind of high school-ish too. I just came out of high school, and back into high school."</p> <p>"... it just seemed to be below university level a little. Again I don't know what university level is. Maybe that's where you start at 18/19. I don't know."</p> <p>"We would draw pictures to match words at one point, which made me feel like I was in grade 1. So, I think it was political science words or something like that, I don't remember what kinds of words they were, but we had to draw the pictures and match the words and guess what they were, guess what the pictures were."</p>
	Lack of Engagement: Students became disinterested when there were structural obstacles to participating	<p>"There would be about, not necessarily as high as ten, but there would be about ten students who would consistently participate. They would get the mark, where out a class of 40, that's only 25% are participating where the rest of them are were either chatting with themselves or be in the computer facebooking or whatever."</p> <p>"I found that it wasn't very stimulating academically."</p> <p>"Yes [smaller groups help with engagement] but not by much. There were probably only another three or four people who spoke up amongst the twenty of you if they split you right in half. There was lots of silence from a lot of parties."</p>
Role of Mentors	Role Confusion: Students expressed confusion over distinction between mentors and teaching/graduate assistants	<p>"I didn't see the point of having them in there. It could have easily had been the GA saying "Okay we're going to take this up, we're going to do this."</p> <p>"She [GA] was the go to person. They [mentors] would look to her for answers. They each had their set roles. They certainly did. She was the one – she would be the, again, authoritarian. She would be the person in charge. She would direct them to do certain things. But I think it was something she could have done. Whether they didn't want her to do that or her time was better spent doing</p>

Theme	Topic	Quote
	<p>Lack of Leadership and Organization: Students felt that when mentors' disorganization and lack of preparation negatively impacted their experience</p>	<p>something else, but I didn't – I was excited to have mentors. I thought it would be pretty cool but I didn't see the point."</p> <p>"They don't have any experience in front of a classroom, and half way through when we had a little questionnaire, "how are we doing", one of the comments that I put down was you need to take a little bit more control of the class. Because they didn't know how to say "Okay were going on. We're moving on." They'd say "Are you done yet?" And nobody would answer and they'd say "Okay. We will give you five more minutes" and we didn't need five more minutes. I mean they just needed to get – they picked it up afterwards, they found out that they needed to be a little more authoritative."</p> <p>"I found the mentor didn't do a very good at bringing us together in terms of that debate project and the thing is that she barely mentioned it during [the breakout], whereas I found that yes it is ... automatically our fault for not getting together as a group. But yet she or this mentor was the leader."</p>

**Table 2: Mentor Interview Responses**

Theme	Topic	Quote
Academic Impact	Teaching Research and Study Skills	<p>"I found that I helped them academically too. Because you hear from the professor all the time 'oh keep up with the readings' but you don't really take it to heart when you hear it from a professor. But when you hear it from a fellow student about how much it actually helps you to keep up with the work, I guess that puts it in perspective. So I feel like they really took that to heart when I gave them academic advice. Because I was there, and I know what you needed to do to do well. I feel that I helped them a lot with that too."</p> <p>"I think awareness was a pretty big deal. I did an activity on plagiarism, and you be surprised what they didn't understand about plagiarism. But it was serious things that they weren't understanding and I found that even with a class it wasn't really helping so I found that just teaching them about plagiarism and how to use turn-it-in was a pretty big deal."</p>
	Pedagogical Connections: Mentors connected course content in innovative ways	<p>"I loved how it was very hands on and I think that provides a more rich learning experience than just having a lecture or something. So being able to learn something and actually, you know, put those ideas and things into practice, and to add some creativity and things."</p> <p>"I'm so pumped to go in classroom and teach people stuff. And you know, like not lecture in a traditional way; like for me it was really great. Like learning that there are alternative ways to learn and to teach um, and that is something I really want to like try and carry on."</p> <p>"Just being really aware that there are all kinds of different learning styles and different ways that people can, you know, learn to be interactive with the material that they are working with."</p> <p>"When I was doing my breakouts I would always try and find a way to relate things back to my experiences as a first year; because I wasn't working with them kind of one on one for them to be like "oh well I find that this is a problem and this is a problem". Um so I just felt like I kinda had to do it in a different way."</p>
	Course Content Knowledge Increased	<p>"When I was planning my activities I wanted to make sure I understood the content, because I didn't want them asking me</p>



Theme	Topic	Quote
	<p>Student Engagement: Students in classroom were engaged in activities and discussions</p>	<p>something and me not knowing a simple answer. I don't like disappointing people in that way.”</p> <p>“I did mentor with someone who wasn't a psychology major and I kind of felt as though I was able to help out more when it came to course content and because, in an intro to psychology course what you're learning you're going to link to every other psychology course that you have. It's important to know what you're going to take from this that's going to help you out over the next three years. Because I had that knowledge I was able to help out a lot more.”</p> <p>“And all we did was play a game but it was still really cool because I found that we were really able to engage the classroom, which is something that definitely we'll-I'll have to be doing in the future.”</p> <p>“[Mentor 1]: I noticed that there were a lot more kids coming to labs than when I was in first year. And that's a really good thing, habit to get into is to actually go to labs. [Mentor 2]: Why do you think more were coming? [1]: It was fun! [2]: What made it fun? [1]: I think our activities.”</p>
<p>Institutional Improvement</p>	<p>Mentors as a Resource: Mentors made themselves available to students in different capacities</p> <p>Expansion of FASSMP: Mentors expressed the importance of expanding the program due to its contribution to the university experience</p>	<p>“Like people would ask us questions about campus and they would ask us question about res[idence], and stuff like that, but as well as what was going to be on the test and stuff like that. So we were a good friend to them.”</p> <p>“I mentored psychology and I'm in psychology, so some of the students would come up and say what do you think is a good course I should take for next semester, if they were majoring in psychology. So I think I was in a better position to tell them which ones were good and stuff like that, and that was helpful.”</p> <p>“Just expand to another course, which I know is what you guys are trying to figure out how to do. Expand, and not just FASS. If we could get this into business, I have a bunch of my high school friends, my boyfriends, that's where they are. And they can benefit huge from this program.”</p> <p>“It should be in every department.”</p> <p>“Maybe that's how they can expand the course into the two-credit thing, so we're mentoring through, having four labs instead of two, and the mentorship class goes all year again</p>

Theme	Topic	Quote
		instead of just half. There is a huge section that's not getting this at all, a huge section."
Personal Growth	<p>Leadership Skills: Mentors felt that they learned how to lead effectively</p> <p>Presentation Skills: Mentors felt that they learned how to be more effective presenters</p> <p>Organizational Skills: Mentors learned how to manage their time and resources more efficiently</p> <p>Study and Learning Skills: Mentors enhanced</p>	<p>"Just having the opportunity to lead as well; which sometimes you know, I have been a bit shy so it was nice to just kind of step out of my comfort zone in that way as well."</p> <p>"So I became a lot more willing to do that, to be the decisive person, the confident person, the person who's leading the group."</p> <p>"I learned to be a leader. I didn't realize that I was, I was not necessarily a follower, but I kind of shrunk away from that responsibility that being a leader had. This year I had a seminar, and we had to get into groups, and as soon as I got into my group, I was like okay what are we doing, what does everyone think about this, and they were like we pick you to be the leader."</p> <p>"So it's helped me in terms of presentations in other classes where you go to facilitate a discussion and everyone's staring at you and they're not answering your questions, and you feel like this presentation is going terribly. You learn to manipulate situations so you can facilitate a discussion when people aren't normally responding to you. I guess that was a great skill that I took from that at least."</p> <p>"I've never been able to get up in front of other people and talk, ever, until this class. I couldn't do that. If I had to get up in front of a group and talk, I would stare at the floor, I wouldn't make eye contact. Now, I'm able to make presentations in a class and I can keep people engaged because I know how to look at people, and talk to them, and just have a conversation. Before mentorship I was not able to do that at all."</p> <p>"It taught you how to figure out which people are paying attention and being engaged. And how to be engaging, that's for sure."</p> <p>"I think, um, you know, just, kind of solidifying organization and preparation [in response to question about which skills she learned]."</p> <p>"I remember for the midterm, they were really concerned about studying so I did an activity based on different methods, or different ways to study, and that activity actually helped me</p>



Theme	Topic	Quote
	<p>Facilitation of Learning: Mentors learned how to bring awareness to their mentees about how to study and engage with their course material</p> <p>Self-esteem and Self-confidence: Mentors felt that being a part of the FASSMP boosted their overall confidence and specifically in their own abilities</p>	<p>“But we learned through the mentorship class that you know, to add layers and to ... use different types of learning and techniques and stuff like that, so our breakouts became [...] not just sitting there on the floor and stuff and they got to build on stuff, and stuff like that.”</p> <p>“And then we would just sort of...the goal wasn’t for me to teach them, so much the, like, the tested material but more so reviewing what the prof said. Like not, not trying to teach them, but ways to just sort of enhance their understanding.”</p> <p>“A lot of times I feel like they were learning about the material and not necessarily knowing that they were learning about it. It was just presented in a different manner. They didn’t feel like they were studying or, or confined to the traditional academic ways.”</p> <p>“I became a lot more confident and a lot more assertive. I was always passive and I didn’t want to rock the boat or upset anyone or make any major decisions, but with mentorship I had to do that.”</p> <p>“We are so much more confident and more asserting and just, obviously something happened. Like it did something that worked within us. For somebody with an anxiety disorder to be comfortable approaching people, and talking in public, and being assertive, and being decisive, that’s a huge thing.”</p> <p>“I’ve gained a lot of more confidence in my own abilities. A lot of you were talking about how hard you find it to trust other people, I had the opposite experience, I find it very difficult to trust myself and my own abilities. I did while in school, but I had this idea that it was just a fluke and I was just lucky I was good at writing essays and it had nothing to do with my own abilities. Through mentorship I started seeing myself as a successful person, as a good student, as somebody is capable, somebody who had skills and talents. That really boosted my confidence in my own abilities.”</p> <p>“I didn’t think I could do this at the beginning of the semester. I was one of those people that I might have to drop out of it because I didn’t think I was capable of doing it. So I think people who don’t think they can do this, need to do it, because it makes you realize what you can do.”</p>

Theme	Topic	Quote
	<p>Transferrable Skills: Mentors reported that the skills they acquired through the mentorship program were transferrable to other academic and non-academic settings</p> <p>Community Contribution: Mentors felt that they made a greater contribution to contribution toward their department, the university, and community</p>	<p>"I learned a lot, and I applied it to my own life in so many different facets."</p> <p>"I had always kind of, wanted to do my Masters, do my PhD and teach at the University level and this kind of like really solidified that for me. ... I think I said to ... my senior mentor, I'm so pumped to go in classroom and teach people stuff. And you know, like not lecture in a traditional way; like for me it was really great. Like learning that there are alternative ways to learn and to teach um, and that is something I really want to like try and carry on."</p> <p>"I guess kind of be more involved in the University and I think that was kind of a cool thing to."</p> <p>"I've already kinda said this but it makes me feel I'm doing more. Like not just doing my classes and getting out but actually getting involved..."</p>
Interpersonal Skills/Social Connections	<p>Trusting Others: Mentors reported having to learn to trust their colleagues in order to work together and successfully complete the projects</p> <p>Working Collaboratively: Mentors reported learning how to work together as a team.</p>	<p>"I can't trust people with anything, and I actually had to learn to trust my partner to show up on time. That was a huge deal!"</p> <p>"Well, I have issues trusting people, especially when it comes to academics, and it forced me to do that."</p> <p>"I actually [learned] the whole trusting too. ... I can't trust people for doing my work. So, that was really hard for me. If we planned something, you do this part and I do this part, like it was really hard for me. I don't like relying on people, I like doing things because, I have always said if you want something done right do it yourself. And I kind of live by that. For me to be able to say okay, let's work together, let's do this together, it was really hard."</p> <p>"I mentored with 2 people and the one, me and this girl ended up becoming really good friends. And the other one, we didn't click at first at all, and I had to learn, you're always going to be working with people that you might not click with and you've got to learn strategies on how to get along and how to work together and how to take each other's strengths and put them together to make you a strong pair. And it wasn't something that I would have done outside of this class at all. Like I wouldn't have learned how to work with people who like, when you need a partner, or you're in a class you automatically look to your</p>

Theme	Topic	Quote
	<p data-bbox="443 457 719 678">Learning from Each Other: Mentors shared that one of the benefits of the mentorship program was interacting with and learning from each other</p> <p data-bbox="443 1203 719 1423">Relating and Engaging with Others: Mentors identified one of the skills learned was relating to and engaging with others (not mentors)</p> <p data-bbox="443 1591 719 1780">Social Connections: Mentors bonded with each other and to mentees, and many of these developed into friendships</p>	<p data-bbox="743 258 1442 321">friend and say let's be partners, you don't look at someone you [did not] knew. That's something that I definitely learned."</p> <p data-bbox="743 363 1344 384">"So I guess now I've learned to work better in a group."</p> <p data-bbox="743 457 1442 615">"I thought that was, it was a nice way to kind of establish a more of a closer relationship with a few others and have the opportunity to share a little bit more you know, specifically about how things were going and um share a little bit about suggestions; kind of a support network for one another."</p> <p data-bbox="743 657 1442 814">"And we could give feedback off each other and working [...] my favourite part was when we all kind of lesson planned together. We had like that that 20 minutes and we talked about- oh like how can this relate to the quiz, how can this help them, how can we make them less stressed. And like that I really enjoyed."</p> <p data-bbox="743 846 1442 972">"It was great to hear from other mentors [during Friday class] in different disciplines what they were doing, different concepts that we can then, introduce into our breakouts. Um, so that was really helpful."</p> <p data-bbox="743 1014 1442 1140">"We could come back each week and sort of discuss and learn and you know, hearing other students and their successes and their struggles too is helpful in our own, kind of development as well so."</p> <p data-bbox="743 1203 1442 1287">"I just felt like it gave me a lot of valuable tools. You know, a lot of different ideas and things that I, maybe hadn't thought about before, about how I engage other people."</p> <p data-bbox="743 1329 1442 1392">"So, it was just a really good change for me because now I know a bit better how to work with teenagers and stuff like that."</p> <p data-bbox="743 1434 1442 1518">"I kind of learned to not to be offended when [laughs], when...you know, you are trying to engage a room full of people and 80% of them are like, "I do [care] right now" [laughs]."</p> <p data-bbox="743 1591 1442 1808">"I remember one activity was list your hope, fear and expectation. You had to do that on the first day of class, you're sitting with a bunch of strangers and you're sitting there saying a hope, a fear, an expectation. You've already let these people know more about you in one hour than you may have with anybody else that you meet in university. And then throughout the semester we are constantly doing these activities where we</p>

Theme	Topic	Quote
		<p>have to say how we feel, or express how something went, so I think that's why the bond is so different between mentors. Because you see somebody that you know from another class, and you're talking about the midterm or you're talking about the paper. But when we see each other, we're talking about personal things."</p> <p>"When I first came to the mentorship class, I sat down and I recognized so many faces from sociology. I recognized their faces, and I never spoke to them before so it was kind of cool to be able to finally speak to these people you've been with for the last three years but have never had the chance to get to know."</p> <p>"I think mentorship gives everyone this weird bond. It's not like a bond that you make with other people you meet in class, it's a specific one. I was just walking down the hall, and I saw someone from mentorship and we were really good friends. We just grabbed each other's hand and like I can't see you, have to get to class. But it's not something that I would do with anyone else that I met in a class. I think there's something very specific about being in that class."</p> <p>"There's like a sense of community almost that got created through mentorship."</p>
FASSMP Structure/ Curriculum	Efficacy of Current Structure: Mentors suggested that the current format works and should be maintained	<p>"Well I think the structure of it, like the structure of the program, you know, we have a class and we learn new things and the next week we could kind of incorporate all that. I like that was kind of concurrent like that. I think that was a benefit. Especially because we could come back each week and sort of discuss and learn and you know, hearing other students and their successes and their struggles too is helpful in our own, kind of development as well so, I liked that part of it for sure."</p> <p>"The breakouts [on Friday] were definitely helpful. Um, the ones with our senior mentors and with the mixture of discipline mentors, as well as our specific discipline, breakouts that we had after. Um, I found those both helpful."</p> <p>"The breakouts with your senior mentors. I really like that because you learned as a whole group, then you kind of discussed as a small group. In those breakouts, those small breakouts that was when we planned for our breakouts and that was the best time."</p> <p>"We just had our breakouts with our senior mentors and having the discipline breakouts, obviously is beneficial so that we can all talk about everything that is related to us, because we were all</p>

Theme	Topic	Quote
	Increase in Classroom Engagement: Mentors engaged within the program	<p>going through the exact same stuff. Umm and I don't think I would really change anything."</p> <p>"At least this way it was fresh, we did a theory and then we did a lab, theory and then lab. Whereas before [prior years] had tons of theory and then let's just apply it all after we haven't looked at it for three months."</p> <p>"I've learned to open up and I'm more aware of how I'm participating and how I'm engaging within the class. So I'm not necessarily on Facebook in my history class now, okay, put that down and just focus on the work, and more so be there. Same with the drama, I'm more putting myself out there now, and just opening up to different possibilities of that as well."</p>
Breakout Structure	Time Constraints: Mentors felt that there wasn't sufficient time to execute their goals	<p>"I had my topic every week that I was supposed to talk about and I only had 15 mins to do that. There was never any time to share anything, like to share anything that I had learned in the lectures with them. All I could do was be like, "this is break out, this is what we are doing in the time."</p> <p>"I'd have to give them a really quick run-down. Like "oh well, this is what we are doing" because we would kind of try to plan it online, over Facebook so it would often seem like a rush. I just feel like, a little bit more time for preparation."</p> <p>"It teaches you to be extremely flexible in what you have to do. I know for me, my prof she did her best to give us time, but it would fluctuate, which means that we would get anywhere from 5 minutes to half an hour and you had to plan. Like I literally had to plan every activity to the minute of what I could do and how I could cut it out. Because you never knew. And I guess you can apply that to anything, like depending on what time you have. Like if all of a sudden someone tells you hey, I need you to stay here for an hour, not half an hour, you need to be able to think on the spot what am I going to do now for an hour."</p> <p>"The way it was structured. Where, we don't go to the lectures, we go to the tutorials and we only have 15 minutes. Like that, like we either need more time, to do our like, mentor stuff, or we need to be in the lectures, like kind of like how they do in history so you can have all the mentors together so that there can be smaller groups."</p>



Theme	Topic	Quote
	Breakout Group Size: Mentors with bigger groups expressed desire for smaller number of students	<p>“So I found it a lot more difficult to kind of apply the stuff that we were learning in mentorship with regards to like exercise and things cause I couldn’t really have like 30-50 students getting up and wandering around this room.”</p> <p>“Either having more mentors in the labs because there are so many students. And having an opportunity that we could leave the classroom because we all were in one classroom and it was quite small.”</p>
Academic Connections	Disengagement: Mentees (students) were not as engaged as mentors expected	<p>“I was often going over things that they hadn’t gone over yet in class and I got the impression that a lot of them, like, if they did the readings at all, they did them after they had the lecture. So like, I could never get them to do the readings before class. So if they didn’t understand something they couldn’t come and ask me about it because, in lab, because they had not done that reading yet.”</p> <p>“They [the students] would not do the readings.”</p> <p>“It was also a lot easier for them not to participate because there were so many of them. So I found it really like, so every week I found myself like “C’mon guys... like let’s get into this a little bit more.”</p> <p>“I don’t even know a lot of my students’ names cause there were just so many of them and a lot of them were so resistant to participating.”</p>
Understanding of Program/Role Confusion	Misunderstanding Role: Mentors were not certain about their roles within the program	<p>“Because when people were like what’s your role, I’m like I don’t know. What should we do here? I don’t know, I haven’t learned that yet. I just felt like we could have been a little more prepared.”</p> <p>“But a lot of the students they are like, I don’t even know my mentors and they don’t even realize that they don’t have mentors, they have TA’s [teaching assistants].”</p> <p>“I would be like “my lab is before the lecture, the students don’t do their readings and they have no idea of what I am talking about ... you know”. And they would be like, “try and come up with an activity that anybody can participate in, even if they were a lay person” and I was like, but I am supposed to go over sociological theory with them, so I can’t do it as if they were a lay person, because lay people don’t know sociological theory.”</p>

Theme	Topic	Quote
FASSMP Structure/ Curriculum	Curriculum: Mentor expressed confusion and made suggestions for to adjust assignments and the current grading system	<p>"I was gonna say about just our final practicum portfolio that we had to do. I think, I was a little bit, I think we all were a just little bit unclear about exactly what the requirements were for that."</p> <p>"There was no mark towards it. ... I think there should be some type of journal system. If there was a journal each week and some kind of marks going towards it, it would make me feel that I was important for being there. But I didn't feel important being there, like if I didn't put good effort in or I didn't bring enthusiasm, it didn't matter because I wasn't getting any grades for it."</p> <p>"We had to do a mentorship research paper but then again it didn't have anything to do with what I was doing in the classroom. So, I felt like more just more marks, something needed to be put toward the placement to make it feel like I was doing something."</p> <p>"Give us two credits. [laughter] Because we literally did two course loads, that what I would say."</p>
	Discipline Specific Concerns: Mentors in two disciplines experienced challenges	<p>"Either having more mentors in the labs because there are so many students. And having an opportunity that we could leave the classroom because we all were in one classroom and it was quite small."</p> <p>"Some of the other programs they were jealous of our situation ... because [discipline] really had it rough. Because it was the same kids for me, we had every week. I shouldn't say kids because some of them were in their 20's but it was the same students every week, not rotating, which was ... fantastic."</p> <p>"The way [course instructor] like had set it up, where like the mentors had one topic and the GAs had another topic and there was no interconnection between them, was really confusing for the students."</p> <p>"I think in [discipline] even if they didn't scrap the tutorials, like maybe having the mentors go into the lectures would also kind of help separate them in the students' minds from the GAs. Cause I feel like a lot of the time, they didn't really understand the difference. Um, so it might kind of helped them recognize that we are students, like we are undergraduate students too. And we kind of, you know, it might help them kind of identify with us more."</p>

Theme	Topic	Quote
		<p>"I don't even know a lot of my students' names cause there were just so many of them and a lot of them were so resistant to participating."</p> <p>"First of all, they like were like what was it...? [referring to students not understanding introductory course] There was a course that had never done it before and they had to go do these breakouts and I felt really bad for them. So if they had that prior training, I think it would have been better."</p>

**Table 3: Instructor Interview Responses**

Theme	Topic	Quotes
Interpersonal Skills/Social Connections	Interpersonal Relations – First-Year Students: Professors observed FASSMP providing first year students with the opportunity to develop group work skills	<p>“The first way that’s most tangible is that they have the ability to break out in that small group with other people in their department and they get to know those folks. And they develop a network of communicating with them because the debate project that I make them do, we set up a chat room on CLEW that is monitored by the mentor. And so they are already in contact with the chat and I monitor the chat for participation reasons so they are encouraged to use it. Whether or not they share email after they usually do, they set up meetings to meet afterward, so their exposure to their group is at a level, much deeper than what, you know, obviously just sitting beside another student in class.”</p> <p>“I loved the ways the mentors were interacting in a very different levels with first year students than I was or GAs ever did. So I liked the interaction.”</p> <p>“Seeing this as kind of forced working together. I like that a lot. The idea that you’re really going to make connections that first year in a way I never did.”</p>
	Interpersonal Relations – Mentors: Professors observed that FASSMP provided mentors with opportunities to develop interpersonal communication and group work skills	<p>“...working with each other, working with the students, working with the professors, the outlets it gives them for collaboration and corroboration is just huge. Oh not corroboration that would be a criminal case, so collaboration, that type of thing. You can go through your entire university experience and never have that level of interaction with other students and instructors, you can’t.”</p> <p>“I think it also provides them amazing skills ... working with each other, working with the students, working with the professors.”</p>
	Promotes the development of friendships: Professors observed that the FASSMP model promoted the development of friendships	<p>“The structure of using the mentors for breakouts, the structure of using mentors and breakout groups for semester long group projects, to make connections, to make first year students make friends.”</p> <p>“Another thing, his experience of meeting the other mentors, they were now still friends of his, he also now speaks to and has interactions with his mentees, even as an MA [student].”</p> <p>“Then more generally in terms of forming a cohort in the class. There are friendships and a collegial atmosphere being built in those breakout groups which really helps. I mean you feel a very different sense of community in my first year mentorship class</p>

		<p>compared to other large first year [...] classes that I teach that don't have mentorship and have other majors mixed in, etc."</p> <p>"They [students] come in feeling nervous and isolated and immediately feel that their own point of view is given some respect and it gives them a sense of being a part of a bigger group."</p> <p>"I think the whole key, it's all about connection, connection, connection and that's what mentors do, they bridge that weird gap, students come to campus and they can be here, they can wander around for months and never know anybody, and then they are at risk for all kinds of things, academic failure, dropping out and all kinds of issues."</p>
<p>Academic Impact</p>	<p>Student Engagement: Professors suggested that the open atmosphere created by mentorship breakout groups encouraged student engagement</p> <p>Approachability of Mentors: Professors observed mentors being creating less intimidating environment by breaking down barriers for first-year students</p>	<p>"So they create an atmosphere with the students with the icebreakers. Also the smaller group where I think they are far less afraid to speak. They are not going to be judged as much as they might be by a professor or a student."</p> <p>"There is no way that I can know what that discussion is like but I have a feeling that it's a much more open, free-form discussion of ideas where people aren't as afraid of throwing out their ideas of what is going on in course."</p> <p>"It's the sense of community and I think that that just makes it easier for the not talkers. I mean more than 50 percent of these students would never speak in large groups. I think they're just much more likely to speak because of the community that is created."</p> <p>"The icebreakers, the way they sit down with the group and create a rapport that you could never have as a professor or a graduate assistant because of marking. Because you mark them. So this way in which you are able to be somewhat of a figure of authority but you are not marking them. That is the huge thing that which I think really has to be maintained with mentorship is that never in anyway have to mark these student."</p> <p>"So they create an atmosphere, so much so that I really don't even like to walk around when the breakouts are going around. I just feel the tension and atmosphere of the breakout group change when I am within earshot. They are conscious that I may hear what they will say and I may judge them. So I really try to, I mean barely make a presence at all when that is going on because I think it is just an important moment that they have talking to each other each other and talk about what is going on in class in this very different kind of discourse."</p>

	<p>Increased Connection to Students: Professors reported that mentors were valuable sources of feedback for professors</p>	<p>“I found that more first-year students were using the [discipline] office more than anybody else because they were incorporated into it because mentors were involved. Because the mentors were there, it was a non scary space. If I had just set up [discipline office] and it was these people, these upper year students, no one would know who they are except maybe they floated through their class to ask for their vote and they wouldn’t feel comfortable around those people.”</p> <p>“I do think it is one of the best, what word do I want to use, weapons, we have against apathy and retention issues and people failing when they don’t need to because nobody is there to really notice, things like that. It just personalizes the experience, no matter how you do it, it is something, it may not be perfect, sometimes it’s better than others, depending on how big of a group you are working with, like what’s your ratio of mentor to student, and how big is the course and that type of thing but any effort to make the educational experience, personal, warm, accessible, non-threatening, all of that, is very beneficial for the first year student.”</p> <p>“In a first year 200 person classes that I was used to teaching originally I had no idea what the pulse of the room was. So none of my decisions were made-- no pedagogical decision were made based on the mood of the class because I had no idea. They showed up and seemed to like the lecture. Now that I am in so in touch with the students I can’t say in what ways... I am really aware of it and I am sure on a subconscious level that does help me decide. It may very well directly do is affect the way I write an exam. Knowing how they reacted to a certain guest speaker; how they reacted to a certain reading; what their interests were over the course of the semester. I can only imagine that directly affects how I write the final exam and what questions go into the final exam.”</p> <p>“I found out a lot of things that were happening in the labs because the mentors were there to say, “this is what the students are doing” and “this is what they like” and “this works and this doesn’t”, so it was like they were really able to provide some really meaningful feedback, I don’t mean like they were spies but just we were talking about what we can do and how we can make it better, we got to talk about things that worked and things that don’t in the lab in general regardless of what they were trying to do, so I think it can really help improve practice and if you are an instructor and you listen to the feedback they give you because they are there.”</p> <p>“The students get more comfortable with them, right and so they might tell them things that really amount to sort of formative feedback in a way, to what you are doing and that you can help make a difference in the class.”</p>
--	--	---

	<p>Increased Pedagogical Connections: Professors observed that the inclusion of mentors enhanced the learning environment for first-year students</p>	<p>“There are better ways to learn and mentorship allows me to explore those through my mentees, my mentors that are better trained than I am, to be honest, in different pedagogical learning techniques and when I see, you know, my mentors actually, you know, applying some of these, I can understand the connections that are being made for the students, I am hoping that helps them at least get through at least my material. It would be nice if they could see it in other classes as well, I think it’s not, it shouldn’t be a one-off but for me, as a teacher, I think it helps me get my messages across.”</p> <p>“I can only say for me, it is amplified in my goals and make my pedagogy more efficient, that sounds self-centered, but it’s not meant to be.”</p> <p>“They are hitting it in different ways pedagogically and I know this just intuitively, the more different ways you hit something, the better it is retained. So, you know that’s just in any class, having somebody else teach a similar thing in a different way is going to make your retention just much higher.”</p> <p>“I teach, I have a whole lesson I’ve earmarked on how to write an essay but even that, I’ve got 50 minutes to talk to students about it, that’s not enough. Ideally, we got, maybe that’s something we do in the future is offer a class where we pick apart what they write, it would have to be small but at least the mentors allow the students to explore components of writing in ways that I can’t.”</p> <p>“I thought it was useful because in mind at least undergraduate students can learn from undergraduate students as well. So they have a shared experience that they could use that shared experience for the purpose of improving their learning process.”</p> <p>“I went and sat it on the class [Ways of Knowing] and I was really blown away at how well it worked, it seemed to work and what the mentors were doing in the class because it was just so night and day different than the way in which we normally approach the material, you know they were throwing the ball right ... and people would have to catch the ball and talk. But I wasn’t really listening to what they were saying but I was looking at the pedagogical tools that the mentors were using. And I thought well, this is pretty exciting because, it’s just, like I said, it is just so different, in the way in which we normally, here read this book, which no one reads. Here listen to my lecture which no one really hears, they basically take down your lecture slide notes and look kind of lost.”</p>
--	---	---

	<p>Assessment: Inclusion of mentors led several professors to adjust/change their assessment techniques</p>	<p>“I’ve been more fluid in the way I test. I’ve had to add more assignments in. So there is a component now for participation that I wouldn’t have had, there is a component for the group mark, which is a little bit more organizationally a challenge to fit in you know, I lose those two days although what I gain for overarching learning is useful.”</p> <p>“It’s nicer too that I can break up the amount of testing, pedagogically across a number of different skill sets, so people may excel at a group maybe they don’t but at least the group usually will pull them up as long as they do the work inside the group, the only time it is detrimental is if they don’t do the work and then they will fail that component and that’s normal.”</p>
<p>Institutional Impact</p>	<p>Engagement with University Community: FASSMP increased mentors’ engagement in the university community</p> <p>Mentor as Resource for First-Year students: Mentors acted as key resources for first-year students, providing them with learning and transitional support</p>	<p>“I think it just personalizes their whole university experience and makes them feel a part of the university community in a way that people who aren’t mentors don’t have that. Unfortunately they don’t have that experience to feel a part of this thing, like an identification process almost right, and if you are in this mentorship and learning thing and you are an ambassador in a way with these first year students, then that, you are really affiliated with the university, like you feel affiliation, you feel pride, you feel ownership, you feel all sorts of things about the University of Windsor, that a person not in that role wouldn’t have. I think that’s big.”</p> <p>“It also allows them to have that support network, for sharing notes, studying for the exam, asking questions of the mentors, many of whom have taken class with me before so they know what kind of exams I ask and how I mark those, so there’s that intangible impact on their mark, I’m not sure how that’s measured but, you know, it’s likely there but, I can’t say definitely.”</p> <p>“It has to do with drama, it means that people, who find first year difficult, immediately have a student peer mentor who cares about their success. I care, but I am one, you know, rapidly aging woman with ... [laughs] 18, 19, 20 and then older students and returning students, it’s mostly first years, but we can then maximize through student peers, the use of resources.”</p> <p>“I bring in people to talk about student resources so a part of this class is used just as an intro or transition from high school to university and this is where the mentorships makes a huge difference. I don’t have, you never have statistics on the students you lost but I believe and anecdotally I have been told that students who were thinking of leaving, stayed on because of the help that they got.”</p>



	<p>Increased Mentor Visibility and Involvement: Professor observed that the visibility and involvement of mentors created a more cohesive department</p>	<p>“It gives them, I believe a person who is still peer-like but much more experienced and savvy, a successful role model of a peer who is successful and savvy, an older peer. So, it’s not the same age person, someone who has been here a couple years longer, maybe three years longer, and it gives them this person, it gives them a resource, it gives them a contact, of somebody who is the same age-ish, not exactly the same age and I think that provides an avenue for that student to access to a resource that’s academic and social and transitional, I don’t mean social as in they go out together, but like social things on campus.”</p> <p>“They need somebody they are comfortable enough to ask these kinds of things otherwise they might, I don’t know, they might just wonder around, they might not ask, they might think university is too much, too hard because they feel too isolated or like they don’t have anyone. I think it provides a great bridge between the student and the whole university experience, academic and otherwise.”</p> <p>“They know these are all the first year history students and they see the ten red t-shirts and they know the ten red t-shirts are. They know what they represent. They have them in the third and fourth year classes and they reference this during their guest lecture. They’ll point at one of the mentors and ask so and so who I know because I teach them in my [other discipline] class.”</p> <p>“They [other professors] know that there is this atmosphere that they see the mentors around. They just see them around. They see them on council. They see them a history club. They see them at the events.”</p> <p>“[T]hey really lend a lot to the atmosphere of the history department. They are much more likely to volunteer to be in involved in various activities we have in the history department. They are very eager to take part in the high school days when we have lots of people come to campus. They are very active in terms of being at the history booth. They appear suddenly-- I mean I would say now for several years the undergrad rep or reps on the departmental council in [departmental] have only been mentors. The only people going forward, the only undergrad students going forward to be student reps on [departmental] council, are mentors. I mean it definitely makes them feel like they are part of the department.”</p> <p>“One of my first mentors in 2010, ... he [became] one of our MA students ... he was in the 4<sup>th</sup> year of the program when he did that mentorship experience. He knew nobody personally in his year, didn’t know anybody at all, this is a guy who is really smart, that’s</p>
--	--	--

	<p>Increased Engagement between Professors and Mentors: Professors demonstrated different levels of engagement/ interaction with mentors</p>	<p>involved, tried to be involved in the department. There was really nothing for him to be involved with, I guess to put it bluntly.”</p> <p>“[Departmental club] has a very high involvement of mentors, so the mentors are in the office so if the first years are coming in, even if they didn’t get elected to the one first year position and I’ve always had more voting from first years and more participation from first years because of the mentors talking about and running for positions so they feel like they know the person who they are voting for; they feel comfortable running themselves . . . So it’s another kind of way to foster and create collegiality. So we have that going on with the mentors, so the mentors are there and the mentors are also in the classroom, so even after mentorship ends in the first term, it doesn’t end is what I would argue. Because those students are still there helping, if they are in class, they sit together.”</p> <p>“Again it’s that connection – getting involved at that departmental level, like the student societies and things like that. And our mentors were able to help with the whole welcome week, they would get involved in things like that, that’s big for the department, that’s a huge benefit for the department for sure, to have mentors who come and participate in those activities that are meant to help facilitate students’ entrance to the campus in the fall.”</p> <p>“Then mentorship is an absolutely crucial part of it. I see it going from orientation through mentorship to that notion of [departmental] advocacy; so it’s been a through line for me that’s helped me reconfigure what I do in very practical terms.”</p> <p>“My staff and faculty colleagues seems happy with the results of the mentorship program – a better <i>esprit du corps</i> with first year students, a stronger connection to the professional ethics and research ethos we articulate in our various programs in the Undergraduate Program Review, etc.”</p> <p>“I think it just makes the department as a whole if they have mentors in the classroom, look more invested in the overall learning and personal experience of their students.”</p> <p>“Then it also puts them in close contact with professors and the instructors so they can see, the other side of teaching and learning and instruction in the university.”</p> <p>“I think they take away skills they will use in their future career, like all sorts of enriching things happen that way. But if it doesn’t, they still have the mentorship and learning course where they learn so many amazing things that they are taught with the students and it’s</p>
--	--	--

		<p>still really good, it's just better if you also get that relationship with your course instructor."</p> <p>"They [debrief sessions] have taken place after the 2<sup>nd</sup> class of the week in the 10 minutes or 20 minutes between classes, if nobody has another class to go to. We are also in Toldo, so we are right by a coffee shop, so we usually sit there, debrief on any issues, clerical issues."</p>
FASSMP Model	<p>Mentor Recruitment Process: Professors expressed that a strategic mentor recruitment process as being vital to the success of FASSMP</p>	<p>"We directly ask certain students to apply for mentorship and then the more general call goes out. Then we look at the list of the students who applied and think about what we know about them and whether or not they would be good for being mentors."</p> <p>"But perhaps for other disciplines, they need to perhaps actively go to third and fourth year classes to recruit mentors. We didn't have enough bodies in sociology and that probably was another reason were a problem emerged."</p> <p>"The other challenge is identifying students."</p> <p>"I think it's hard, it's easier the first time and then knowing whose really stands out as a good student. Our numbers are going to go up next year too, so I may be in this bad position of having less mentors next year and more students to mentor and that might put us in whole other kind of like larger groups, so these things may be challenging."</p>
Personal Growth	<p>Self-esteem and Self-confidence: Professors reported on how involvement in mentorship led to the personal growth of many mentors (i.e. building leadership skills, responsibility)</p>	<p>"I've personally seen a transformation of, you know people who started off as mentors who are now extraordinary educators and leaders."</p> <p>"First of all you can tell that they have much more self-esteem coming out of it. They are much more...I mean some of them go in with lots of self-esteem and they are going to be great mentors and they just get some great experience out of it. But a lot of them go in as a risk. They are making a risk. They are taking a risk. And virtually all of them make it and are really shocked with themselves as to how well they did and really satisfied and I think that really changes who they are in terms of their ability to teach and interact with crowds."</p> <p>"They definitely see themselves as a certain kind of elite. The other professors know who they are. Students know who they are. And I think it gives them a lot of self-esteem and it makes them feel really connected."</p> <p>"They change. They change in how comfortable they are. I have had students who I saw what they were like when they were mentees in first year. They didn't speak at all. And then I see them become mentors. And then I have them in a fourth year seminar and they</p>

		<p>are the biggest talkers in class. So I am sure it is all wrapped up together.”</p> <p>“It allows them, I think, to step back and really evaluate their own progress, their own goals, that they are doing in university themselves, because suddenly, I think, they find themselves in a little bit fish bowled, suddenly they are being, they are supposed to be this model, this ideal, this role so then you really have to stop and look at yourself and say am ‘I living up to that?’”</p> <p>“All of them have said, they were very cautious at first and scared or uncertain, but after the mentorship training that they have with [the instructors], the experience with me and I hope some of the debriefing and some of the other sessions that we have, because we have a few sessions, not off campus, but off site, ... they found themselves really feeling centered and able to put into practice some of the different things, they feel empowered to fail, to go forward, to interact, to show leadership, to try out different techniques and by the time they are actually applying for career positions, internships and other things, graduate school opportunities, which require knowing what they want to do and having some leadership skills, they’ve already not just developed but put them into practice.”</p> <p>“It puts them in a role and responsibility that very few people ever get to experience in university.”</p> <p>“It cast that mentor in this role as a model and as a responsible party and exposes them to so many different aspects of, you know, this back stage view of what’s really going on in education, it enhances their experience too.”</p>
<p>Breakout Structure</p>	<p>Time Constraints and Management: Professors identified a challenge to find a balance between time used to cover content material and FASSMP breakouts during class time</p>	<p>“To allow for the space to allow the mentors to do what they do and for consistently allowing that, is a challenge. So say you are giving a lecture and people are asking questions during the lecture or there is a really good illustrative example that comes up in the news, that I won’t ignore, that I have to speak to in the class that will eat into, always, the mentor’s time.”</p> <p>“Especially at first the mentors did not seem to have enough time for their breakout-sessions. This is more about lack of experience and time management than amount of time for the breakout sessions, I believe.”</p> <p>“But they usually have more than they can do in 20 minutes and even if I give them more time, I have experimented with this, believe me, more time does not make it better, it’s something that</p>

		they have to learn performatively, how to make it work and that's always for the first couple weeks a big challenge for them."
Academic Connections	Non-engagement/Non-participation: Professors identified non-participation of first year students was as major challenge to FASSMP	<p>"One [of the challenges to the mentorship program creates for students] is the students who even in a small group don't want to participate and think that breakout exercises are totally flaky and they are either incredibly ... no the ones who are just incredibly shy ... it is really good for them. I think they feel more comfortable. It is the too cool for school types that will not throw a ball back and forth for an icebreaker and just never want to be a part of that. But I don't know how on earth one gets through. That student just wants to sit alone and the back of the lecture hall and not interact with other students."</p> <p>"There is a strong cadre of what I call the existentialist, outsider people, they are drawn to theatre because they are not sure where they want to go because they know they want something that is outside of the mainstream that they are searching for something and I don't want to undermine that individualism and that kind of "down with you-ism" that the outsider position takes. There is always, there is a special gift that comes from those people who often have not defined their studies right away and seek in drama a place for inter-disciplinary work and an outsider view. This is very near and dear to my heart but they are always the one sticking out the group. You can always tell when you see people sit around, the Kumbaya-moment is not working for the guy whose wearing black with the skull and bones on his t-shirt, I don't want that person to think "this is like high school, I hate it I am not here to be in a youth camp." I'd say one of the biggest challenges we have is to deal with not just the different modalities, the different issues, and the different cliques, because they start really fast but to honour that student."</p> <p>"Well the biggest challenges [faced by mentors] have been just really difficult students, like real problem students."</p>
Mentor Role	Lack of Preparation: Professors reported that some mentors were unprepared for breakout sessions	<p>"Obviously not being prepared enough is a problem. There is always a few who just don't prepare enough and run out of things to talk about and just sit there looking really bored and the group looks really bored. Every year there is a couple mentors who just don't prepare enough and run out of things to talk about and you know look bad. The students see that their group isn't doing anything anymore and the other groups are still heavily engaged and it becomes noticeable. I think that those would be the main."</p> <p>"My understanding was that in the first couple of weeks they did not show up, some did not show up, those who showed up they were late and whatnot or they were not prepared."</p>



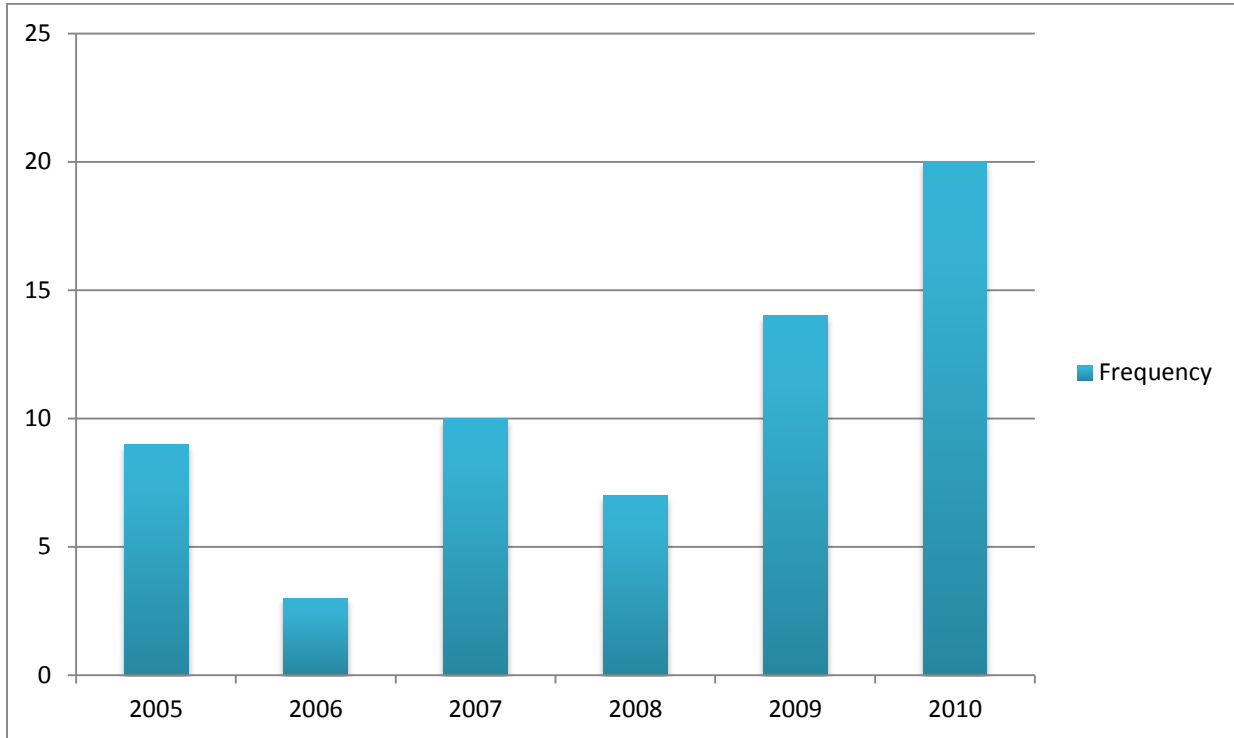
		do? What is the role of the mentor in that situation? Because the students want the mentor to be “tough guy.” I think they want the mentor to be tough with this person. And you know what is the role of the mentor in that situation?”
FASSMP Structure	<p>Need for Structured Connection between Professors and Mentors: Establishing more professor-mentor talk-time was suggested by several professors</p> <p>Succession of First-Year Classes within FASSMP: Concerns over ‘program continuation were expressed by several professors</p>	<p>“But I think if this was to continue the challenge would be that extra time the instructors need to allocate for discussion the issues with mentors. I think as it is standing it won’t work. The instructor needs to spend time with mentor at least once a week or every other week, discussing the key terms and concepts so they know and share those with the students consistently and accurately. Although perhaps after a couple of times of meetings, if time arises, not necessarily all the time, but to see if there is a problem that the mentors themselves perceive that need to be addressed.”</p> <p>“But that is something that I would improve on is creating a more fixed time to talk to the mentors. It is something I would be interested in making more formal.”</p> <p>“That’s a good question because you would think it wouldn’t be insurmountable, but that would require more investment of time on everyone’s part. I mean, if the instructor of the course was willing to go, to meet with the mentors every week and do more collaborative planning on the mentor activities then yes, that would do it. But now you are asking the instructor to go every Friday – do you have an hour to meet with your mentors and discuss, kind of debrief on what happened last time and talk about what next week but I don’t know how realistic that is but I don’t see anyway else to do it without getting into the same room and make eye contact at least weekly. Otherwise, you over here right, take a satellite thing, you are over here and all these things are going on in these 12 labs. So you know that 12 times a week this is happening and even if you tried to run around to each lab session, it would just be erratic, like it wouldn’t feel, it wouldn’t have enough continuity for you to make that connection, it would have to be a directly scheduled engagement with the mentors.”</p> <p>“And we are really committed to it, it’s such a core part of what we do now in this department ... although one time I’m going to go on sabbatical, I don’t know which one of my colleagues will happily love to take this on. I really don’t know, I’m being honest.”</p> <p>“My department heads, the both of them, neither of them teach [introductory class] so normally, maybe they’d step in because they see the value for the department, not everybody does. I can say that, you know, it is a bit more work to do class a different way than you have done it before, whether or not a senior person wants to take that on, is a problem.”</p>

	<p>Discipline-Specific Concerns: Instructors in two disciplines experienced challenges</p>	<p>“I worry that outside of [FASSMP Instructor] and myself [and sessional colleague ... who teaches first-year students in other courses], faculty members without direct contact with mentors and mentorship do not fully understand this program. If I were to take a sabbatical, or could not teach this class, would the support for the mentorship program continue as strongly?”</p> <p>“Obviously, other faculty members will be able to develop their own approach to the integration of a mentorship program into our foundational course in future – no course should be personality specific! – but I worry about the process of continual faculty development as well as student development in this regard, in a time of administrative change, limited human-power and limited funding. This is an important part of our ongoing efforts to create a successful First-Year experience, and maximize retention and academic success for all students in the School of Dramatic Art.”</p> <p>“I’m sure a challenge for any department and I know how important faculty buy-in is for this to work but to get every faculty to buy-in, is, you know, I don’t know how to do that.”</p> <p>“When I was the professor who had mentors in the normal class, when I used to do it in [previous class], I did interact with the mentors a lot. However, the model we had to use with Intro [course], no, [co-instructor] did not and I did not get a great deal [interact with students]. I would go to their mentor meetings sometimes and so I got to talk to them, we had some email exchanges, I felt like I stayed in touch with them to know what was going on but it is different than when they come to your classroom and do breakout sessions and things right there.”</p> <p>“Sure I went to a few of their Friday meeting times, so I knew who they were, so I felt like moderately connected, not nearly as connected as like I said, when I did it in the past and they were in my classroom, that’s the best model, it just is. Which I think everyone agrees that the Intro [discipline course], Intro [discipline course] model, we tried it, it just wasn’t the best configuration. So I would have to say just moderately connected because it’s going on out there and you know it’s going on out there and you manage it and you go to their meetings and it’s not the same as when they come in with you and it’s just not the same.”</p>
--	--	---



## Appendix E: Past Mentors

Figure 3: Past Mentor Survey Participants by Year



## Past Mentor Survey

1) To what extent did this class encourage you to engage with other classmates?

	Frequency	%
Some	5	7.9
Quite a bit	21	33.3
Very much	36	57.1

2) Since completing your experience in Mentorship & Learning: To what extent did this class help you develop professional relationships?

	Frequency	%
Very little	13	20.6
Some	15	23.8
Quite a bit	14	22.2
Very much	20	31.7

3) Since completing your experience in Mentorship & Learning: To what extent did this class help you develop social relationships?

	Frequency	%
Some	16	25.4
Quite a bit	24	38.1
Very much	21	33.3

4) Since completing your experience in Mentorship & Learning: To what extent did the mentor experience help you to be a better student?

	Frequency	%
Very little	3	4.8
Some	12	19
Quite a bit	25	39.7
Very much	22	34.9

5) Since completing your experience in Mentorship & Learning: To what extent did the Mentor experience motivate you as a student?

	Frequency	%
Very little	6	9.5
Some	11	17.5
Quite a bit	17	27
Very much	28	44.4

6) Since completing your experience in Mentorship & Learning: To what extent did you noticed a change in your academic achievements through this experience?

	Frequency	%
Very little	13	20.6
Some	15	23.8
Quite a bit	19	30.2
Very much	15	23.8

7) Since completing your experience in Mentorship & Learning: How often have you had the opportunity to practice and apply the skills/strategies presented through this class?

	Frequency	%
Never/Rarely	3	4.8
Sometimes	11	17.5
Often	23	36.5
Very often	26	41.3



Higher Education  
Quality Council  
of Ontario

An agency of the Government of Ontario