

Curating Peer Mentoring Program Curricula for Modern Leadership Contexts

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Efforts to improve retention, positive outcomes, and leadership development among underrepresented student populations are critical for predominantly white institutions (PWIs). Peer mentoring programs offer sustainable support structures within these contexts. This paper examines a strength-based peer mentoring program with a 15-year track record and its successful adaptation at another university, both of which are in rural Pennsylvania PWIs. The mentoring programs' successes are attributed to having a comprehensive mentor training curricula that emphasizes cross-cultural skill-building among participants. Through a detailed analysis of the curricula components, alongside a review of survey and observational data, this article highlights the programs' positive impact on student leadership, retention, and post-graduate outcomes. Authors argue that robust, culturally-relevant training is essential for fostering leadership skills in mentors and achieving successful outcomes for peer mentoring programs serving underrepresented students.

Keywords: peer mentoring, leadership development, sustainability

Introduction

In an ever-changing world with endless technological advances such as the advent of artificial intelligence (AI), the global marketplace, political shifts, and economic development all speak to the importance of strong leaders who are prepared to navigate complex national and international dilemmas (Komives et al., 2013; Parks, 2011). The rise of globalization has accentuated the importance of preparing future leaders to appreciate and understand cross-cultural differences. During the current era where "misinformation" abounds, preparing student leaders who are astute cultural agents, who possess transformative leadership qualities is essential for the next generation of leaders (Lee et al., 2020). Higher education institutions are tasked with exploring ways to cultivate leadership skills within the student community (Astin, 1993; Campbell et al., 2012).

Peer mentoring has emerged as a high impact practice that fosters student engagement and persistence (Keup, 2016). Higher education scholars have concluded that mentoring serves as a bulwark against low retention rates on college campuses (Crisp et al., 2017). Faculty mentors have long been deemed as valuable assets to students who are seeking role models in their professional careers (Chelberg & Bosman, 2019; Thomas et al., 2007). Further, peer to peer mentorship has proven to offer salient benefits for both mentor and mentee (Campbell et al., 2012). Over the past three decades, ongoing research has sought to understand the benefit of peer mentorship on college campuses (Crisp, et al, 2017; Davis et al., 2023). One area that continues to gain traction is mentorship for students from historically

underrepresented communities (Davis et al., 2023; Duncan, 2023).

Over the years, scholars have offered a sundry of definitions for mentoring (Mullen & Klimaitis, 2021). In their review of decades of mentoring literature, Dominguez and Kochan (2020) acknowledge multiple approaches and a variety of types of mentoring. These scholars encourage researchers to establish a clear and consistent definition while recognizing the difficulty in defining a universal term that is applicable to diverse contexts and outcomes. The authors define a mentor as an experienced individual providing wisdom and insights to a less experienced person (Duncan, 2023). The mentee is a person who is the recipient of the mentoring relationship.

Mentoring plays a pivotal role in leadership development (Keup, 2020). Peer mentoring and mentor training have enhanced student engagement, persistence and retention. In summary, studies have shown that mentoring has a positive impact on a mentor's leadership qualities among college students (Ayoobzadeh & Boies, 2020; Keup, 2020). The benefits are far-reaching. "Peer leadership is a highly efficient and cost-effective staffing model that can contribute to the sustainability of the program as long as peer leaders are afforded appropriate training and supervision. Program fidelity is contingent upon attention to important areas of peer leadership, including thoughtful recruitment, support, and compensation" (Keup, 2020, p. 2208). These types of programs promote "reputational capital" for colleges and universities, which have implications for attracting a diverse applicant pool. Further, these initiatives may enhance alumni engagement (Keup, 2016; 2020).

Studies have shown that training can significantly

improve leadership skills among peer leaders on college campuses (Keup, 2020). When serving underrepresented students, culturally relevant mentoring can further increase efficacy. For example, one study found that peer mentoring played a key role in the success of Latinx and Black doctoral students, specifically when the peer mentors were same-race peers or other students of color (Israni, 2022). Another study documented mentoring at a minority-serving institution in a STEM research program and found that students with mentors performed significantly better than their peers without mentors, but students with mentors who felt the least supported had experienced culturally irrelevant mentoring (Haeger & Fresquez, 2016). A first-year peer mentoring program serving Māori and Pasifika students at Victoria University included indigenous knowledge and culturally relevant discourse in their leadership training and overall leadership model with the goal of fostering a sense of belonging (Laurs et al., 2013). Additionally, a 2024 review of a peer mentoring program for Black students at a PWI suggests that preparing peer mentors to understand the specific cultural needs of minoritized populations and designing programs for culturally relevant and meaningful engagement can enhance Black students' connectedness to the university and overall inclusion (Frazier, 2024).

The authors will examine the original peer mentor program model initiated in 2009, as well as the SUConnects Mentoring Program, which was established a decade later drawing from the original model. In the original design, it was crucial to foster a positive connection with the university. Students self-select to join the program before they start their college journey. The program uniquely identifies the mentees as scholars, fostering a positive identity and employing empowering language. Both programs aim to enhance and support the experiences of underrepresented students at PWIs. The core components of these programs include extensive mentor training focused on cross-cultural skill building, one-on-one yearlong mentoring relationships, academic and social events, and leadership opportunities for mentors. The curricular focus on cross-cultural skill building sets these programs apart from other peer mentoring programs and has led to the success demonstrated in program observations, feedback surveys, and longitudinal data.

Method

The method section has two objectives: first, to provide a detailed description of the original training model, present topics included in the course curriculum and summarize additional peer mentor training opportunities offered to peer leaders throughout the academic year. Second, to discuss curriculum modifications that were implemented at different higher education institutions (Davis et al., 2023). Davis details the process of securing course credit. An examination of the method

used to collect preliminary observational data is highlighted. These results reflect current themes and trends from Davis's analysis.

Next, Duncan presents the findings from a continuing longitudinal study, which are derived from feedback provided by alumni mentors who took part in the initial peer mentorship program. In the subsequent section, Davis emphasizes outcomes derived from informal observational data pertaining to her institution's findings.

Immediately following the method section, the authors examine the results from their data analysis.

Original Peer Mentoring Program 12 Week-Training Curriculum

The curriculum for the peer mentor training seminar was designed to provide opportunities to enhance mentor leadership skills. Mentors were upper class students who were recruited and engaged in a formal interview process. Peer mentors received a modest monetary compensation for their employment (Duncan, 2023). Mentors demonstrated academic excellence, leadership qualities, and possessed an appreciation of rules of engagement at the university. The seminar promoted self-reflection and practical application.

The primary source used in the seminar was *Students Helping Students* (Newton & Ender, 2010). Based on the text, the learning outcomes were, as follows: (1) develop critical thinking and problem-solving skills, introduce and assess cultural competence; (2) increase knowledge of campus resources; (3) enhance group facilitation skills; (4) introduce and explore communication skills, e.g., empathic listening; (5) assess and advance self-care strategies; (6) discuss relationship ethics and personal boundaries; (7) identify strategies for academic and career success; and (8) cultivate leadership skills for global citizenship. Mentors were given required readings at the beginning of the seminar, and attendance and active participation were required. Mentors recognized that sharing personal insights and experiences was beneficial to the group. The instructor used a variety of scenarios throughout the course to reinforce and clarify mentor desired knowledge and skills. Weekly reflections and assignments were due at the end of each class.

Curriculum

The curriculum included the following topics: "Who Am I?" - An exploration of intercultural competence, including the administration of the Intercultural Development Inventory (IDI) (Hammer et al., 2003); Interpersonal Communication and Personality Styles (MBTI) for self-reflection and understanding; College Student Development and the First-Year Experience; Understanding Power and Privilege; Problem-Solving Strategies; Group Process Comprehension; Effective Group Leadership; Academic Success

Strategies; Utilization of Campus Resources and Referral Techniques; Knowing When to Use Campus Resources and Refer; Ethics and Best Practice Strategies; Setting Boundaries and Maintaining Confidentiality (Newton & Ender, 2010); Personal Renewal and Self-Care; IDI Review and Group Discussion; and finally, the Conclusion and Seminar Assessment. Each topic was chosen to ensure that mentors felt equipped to serve in their role as student leaders.

Peer Mentors Platforms

Peer mentors were provided a variety of platforms to advance leadership skills. For example, mentors were invited to lead or co-lead monthly sessions with the scholars. The mentors and program directors reached a mutual agreement on the discussion topic. There were times when mentors led these sessions independently, which encouraged peer-to-peer connections and the strengthening of relationships. One discussion session centered around the university campus climate report. Peer mentors assumed an active leadership role during this discussion. Students were interested and they participated in a lively discussion about this topic.

In August prior to the start of the semester, a mandatory two-day training opportunity was provided for the mentors. On occasion, the program director invited an educational consultant to facilitate community building and leadership development among peer mentors (Worthy Consulting & Training, n.d.). Building trust and mutual understanding of a mentor's strengths and personal challenges were vital. This process supported students but also identified ways in which reciprocal mentoring within the group could be beneficial. Training promoted trust, enhanced group cohesiveness, fostered community and sense of belonging, and allowed peer mentors to gain personal knowledge and resources from each other. Though the program directors were always available for consultation, students could identify fellow mentors who had "expertise" or knowledge on a specific topic.

Updated SUConnects Training Model/ Curriculum

The comprehensive curriculum of the original peer mentoring program has distinguished it from many other mentoring initiatives over the past 15 years. Despite consensus among program directors regarding the importance of thorough mentor preparation, changes in university leadership have raised questions about the scope of the mentor training. In developing the SUConnects Mentoring Program at a comparable institution (Davis et al., 2023), institutionalizing the curriculum as a central and mandatory element of the program became a priority due to its demonstrated impact. At this small, private liberal arts institution, the leadership minor provided an ideal academic home for the

semester-long course. New SUConnects mentors are recruited at the end of the fall semester and enroll in the spring semester training course, earning two course credits. Additionally, mentors may choose to complete supplementary assignments during the following semester while mentoring first-year students, earning an additional two credits through a practicum course.

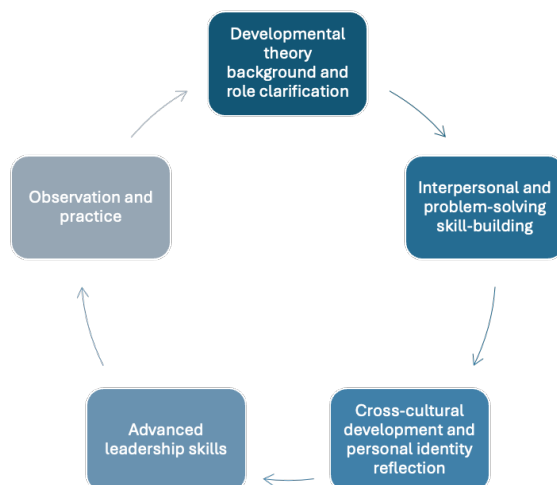
As in the original program model, the foundation of this course continues to be Newton and Ender's *Students Helping Students*. While this text offers a foundational understanding of peer mentoring, including a chapter on cultural proficiency, the SUConnects mentor training curriculum was expanded to emphasize cross-cultural skills and concepts essential for mentoring underrepresented students. Research underscores the importance of long-term training with a focus on skill-building to ensure efficacy in diversity training (Bezrukova et al., 2016). To align with these findings, the curriculum integrates extended activities and discussions that encourage mentors to critically engage with their own identities and intersections. This self-reflective practice is introduced early in the course to help mentors situate themselves within broader cultural contexts, preparing them to engage more effectively with scholars from underrepresented populations.

Building on the foundational material in *Students Helping Students*, the curriculum supplements key chapters with instruction on developmental theories such as racial identity development and LGBTQ+ identity models. These theories are introduced to enhance mentors' understanding of the unique challenges and experiences of minoritized students. For example, Tatum's *Why Are All the Black Kids Sitting Together in the Cafeteria?*, offers mentors insight into racial identity development, fostering deeper discussions on the cultural contexts that shape student experiences. These discussions, paired with a rotating selection of articles and short stories focused on cross-cultural communication, extend the coverage of cultural proficiency over two weeks. To reinforce this learning, mentors complete a reflective writing assignment that integrates insights from the readings and classroom discussions, allowing them to apply these concepts to their personal experiences and overall mentoring development. The writing assignment prompt reads:

Becoming a peer mentor involves a great deal of both inward and outward reflection—learning about ourselves as well as others. With this in mind, we will dedicate time to thinking about our own cultural development and identity.

Engaging in inward/outward reflection moves us out of a sense of isolation to consider how we have been shaped by our complex environments and how our positionality may impact others.

Curricular Components



As you read the Tatum chapters, pay attention to the discussions of identity development. Then, write a two-page reflection on the connection between culture and identity, being sure to apply the discussion to your own experience while simultaneously drawing on the arguments made by the author. The goal of this assignment is to demonstrate thoughtful engagement with the readings as well as a reflection on your own positionality based on the intersections of your identities.

As the course progresses to chapters four and five, which cover listening, attending skills, and problem-solving, instructors emphasize the influence of cultural differences in communication styles. Students are encouraged to evaluate problem-solving strategies through diverse cultural lenses, deepening their understanding of how these skills operate in varied contexts. As the course advances, supplementary readings and discussions continue to prioritize cultural identity, equipping mentors to effectively support first-year students from underrepresented backgrounds. The course concludes with a critical discussion of the final chapter on ethical considerations, addressing the heightened potential for dual relationships between mentors and students from minoritized groups on campus. The Curricular Diagram illustrates the interconnections among the topics addressed in both programs.

Refresher Training Sessions

During the refresher training sessions and in staff meetings throughout the semester, activities and discussion continue to focus on cross-cultural communication and culturally-relevant mentoring. While exploring these topics with students, program leaders maintain a growth mindset and strengths model as opposed to a deficit approach to support student understanding of the way

institutional and social structures have led to disparate experiences amongst underrepresented populations. This foundational understanding is included to prevent a deficit approach where mentors might assume that any challenges or negative outcomes underrepresented students face are a direct result of individual capacities or efforts without mitigating the impact of racism, sexism, transphobia, ableism, and other forms of discrimination. Overall, the mentor training curriculum builds a historical understanding of the structural challenges that have led to the disparities underrepresented students continue to face today.

Beyond training, program events are designed to be culturally-relevant to the underrepresented student population. For example, during family weekend, the mentoring program reception includes activities for younger siblings as underrepresented students' visiting family members often include younger siblings and other campus programming is geared toward adult family members. From events details to email communication and program marketing materials, cultural-relevance is a key priority for this program.

Online Survey and Implementation

The author created an online survey based on peer mentoring literature, two decades of anecdotal observations and pilot survey results (Duncan, 2025). The participants were former university students who were members of the original peer mentoring program from 2009 - 2020. The decision to discontinue data collection from 2021 to the present was made in an effort to reduce possible data variability as a result of program disruptions due to the COVID-19 pandemic. Names of the mentors and scholars were gathered from historical data retrieved from archive files.

Alumni were sent an online invitation via email

or LinkedIn. Former students who agreed to participate in the study completed an informed consent form. To date, there are 23 scholar and 22 mentor responses. The number of years that the alumni participated in the peer mentoring program was included. Additional factors considered were the level of engagement in the mentoring program, as well as race/ethnicity and gender identity.

The results for this paper focus on peer mentor leadership and the impact of the extensive training experience received. From 2009 -2020, of the 22 mentor alumni, 55% participated in the program for at least three years, 36% participated for two years, and 9% participated one year. Degree of involvement in the program varied, 46% indicated "highly involved", 23% "frequently involved", and 32% "fairly involved." Regarding race/ethnicity, 59% identified as Black/African American, 14% Hispanic/Latino, 9 % Asian-American, 9% International/nonresident, and the remaining 9% were white and American Indian/Alaskan native. In terms of gender identity, 54.5% identified as male, while 45.5% identified as female.

The survey has eight Likert type questions that measured four variables: social adjustment, academic success, retention, and graduation. Current data supports the literature that social adjustment and retention were ranked number one and two respectively.

Alumni were given open-ended questions to capture their perspectives. For instance, participants were asked to share concerns or suggestions for program improvement. Capturing the alumni's complete experience with the program was essential.

SUConnects Program Observations

Throughout the year program feedback is solicited via online surveys. Online surveys include matrix rating questions to assess each component of programming as well as open-ended questions to provide detailed feedback from mentors and scholars.

Additionally, mentor and scholar retention data and outcomes are routinely collected through registration, academic, and graduation records. These findings are reported to the larger campus community in department annual reports.

All collected data is used to inform program improvements and to secure additional resources.

Results

Original Peer Mentoring Program 12 Week-Training Curriculum

Alumni mentors offered feedback through open-ended questions, revealing the personal impact of the mentoring program and its leadership curriculum. One alumnus explained that "there are many soft-skills I gained from the training curriculum as well as the mentoring program, which I could apply conscious/unconsciously in my professional life after graduation." "The basic principles remain the same and those precious skill sets were what I learned during the peer mentoring

program." Another alumnus commented, "the peer mentoring program and the curriculum allow me to become a more critical thinker." Other statements that addressed the mentoring and leadership development were, "As a peer mentor, I developed strong leadership skills that enabled me to adapt to a forward-first mindset and excel in the classroom. I also leveraged many of the useful resources that the peer mentoring program offered to facilitate academic excellence." "As a mentor, I truly appreciated that we had so much trust that I did not realize. Further, what was interesting was that it also let me learn things about myself that I did not know."

Alumni were asked to share one experience that stood out to them as a peer mentor. One former mentor shared, "All of the team building activities and our training program." Another mentor alumna stated, "There were several experiences that stand out but the one on one with the program director was useful. One event that stands out is when the program leaders and I got to present at a conference in New York City [National Conference on Race and Ethnicity, NCORE]. That was the point where it came full circle for me. I fully understood how the peer mentoring program had helped me socially, academically and given me tools and opportunities to be successful in life." Additional comments were, "I enjoyed the training that the program director provided for new mentors. I think that prepared me to be a better leader and mentor."

Two survey prompts related to leadership and mentoring are, the following: (1) Since graduating from your university, describe opportunities that you have experienced in mentoring others and/or to receive mentoring. (2) Please list examples of scholarly or artistic recognition, notices of awards, recognition of service, and advanced degrees you have acquired since graduation from your university (list colleges/universities). Include both national and international accomplishments.

Preliminary Findings

Alumni Responses

This report presents preliminary findings from an ongoing longitudinal study utilizing the original peer mentoring curriculum. The peer mentoring program is described in the article entitled, *A Strength-Based Peer Mentoring Model: Preparing Students to Thrive as Global Leaders*, (Duncan, 2023). This qualitative data analysis revealed the following for alumni who participated in the peer mentoring program; 22 mentor responses to the question, "Since graduation, describe opportunities that you have experienced in mentoring others and/or to receive mentoring."

Diagram A represents the feedback provided by alumni peer mentors about their experiences in both providing and receiving mentorship. Many mentors have reported active engagement in guiding others, be it at their workplaces, within

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Diagram A



Diagram B

Leadership Beyond Graduation	Early childhood education level 6 credentials Teacher certification, ITIL Assistant Director Deputy Title IX Coordinator
Awards & Recognitions	Featured in Black Enterprise & Jet magazine as entrepreneur Recognition from international governments Young World Scholar Author & publisher Peace Corps Services in Senegal
Advanced Degrees	Minister of Education MBA, MA Global Environmental Policy Doctorate of Philosophy

their communities, or at their alma maters. They have also expressed an interest in finding mentors within their own professions.

22 mentor responses to the question, “Please list examples of scholarly or artistic recognition, notices of awards, recognition of service, and advanced degrees you have acquired since graduating from your undergraduate university (list colleges/universities). Include both national and international accomplishments.”

Confirmation of Skills Acquired

Diagram B presents a summary of peer mentor responses that confirm that the skills acquired in the training curriculum were not only necessary for the development of positive leadership skills as a mentor, but were transferable and beneficial in the workplace. Specifically, curriculum topics such as the development of critical thinking, effective communication, and cultural awareness were

advantageous in subsequent job environments. Peer mentors are industry leaders, whether in education, entrepreneurship, science, or receiving international government recognition. In essence, peer mentoring training had a positive impact on their career development.

SUConnects Program Observations

In the five years since the piloting of SUConnects 21 of 22 mentors have graduated on time, a 95% graduation rate for mentors who, like the first-year scholars, come from underrepresented backgrounds. Notably, the one mentor who did not finish their studies at the institution went on to graduate only time from another university in a program more closely tailored to their career plans. Beyond high graduation rates, mentors serve in leadership roles throughout the university and have won some of the most prestigious campus awards. Additionally, external requests for

mentor participation in activities such as search candidate lunches and admission panels speaks to the high level of respect and overall regard for these students.

First-year engagement also reflects the efficacy of this peer mentoring program, which has seen a 100% fall to spring retention rate for first-years since the program began in 2019. Of the first scholars who began in the fall of 2019, 12 of the 14 students graduated on time in 2023 while national clearinghouse data for this cohort saw a 73.9% retention rate as reported in 2021 (Persistence and Retention Fall 2019 Cohort, 2021). One of the program's greatest successes can be seen in the scholar to mentor pipeline. 60% of the fall of 2023 first-year scholars went on to complete the mentor training program the following spring and are currently serving as mentors in their sophomore year.

First-year participant feedback survey themes include increased preparedness, welcoming environment, support, and high-value programming. Based on the age of the program, SUConnects will embark on longitudinal data collection in the near future.

Conclusion

This paper highlights the effectiveness of strength-based peer mentoring programs at predominantly white institutions (PWIs) in fostering leadership development, retention, and positive outcomes for underrepresented student populations. The success of the programs examined—both the original and its SUConnects adaptation—can be attributed to their comprehensive mentor training curricula, which place a strong emphasis on cross-cultural skill-building. By equipping mentors with these skills, the programs have demonstrated positive impacts on both mentors and mentees, contributing to higher retention rates, enhanced leadership capabilities, and improved post-graduate outcomes for students from underrepresented backgrounds.

Duncan's research suggests that mentors who participated in the program generally reported a more enhanced experience compared to those who were minimally involved. The frequency of participation in the peer mentoring program emerged as a significant factor. Creating a community that encourages mentors to actively participate in the program is essential, with most participating for at least three years. Mentor alumni have strongly praised the training curriculum, noting the development of "strong leadership" skills had a positive impact on mentor's academic pursuits at the university and provided transferable skills for the workplace. Alumni have also noted that the training enhanced self-awareness and self-reflection, skills that are valuable in all aspects of life. The main objective of the training curriculum was to prepare mentors for global leadership roles.

For the SUConnects mentoring program, it has been crucial to consider the ways underrepresented

students navigate a predominantly white institution in a rural setting, and this context has informed the development of our current mentor training curriculum. Specifically, Davis enhanced the initial training framework by more deeply embedding cultural considerations and expanding the narrative to reflect the intersectionality of diverse identities. Program success in conjunction with the robust training curriculum makes a strong argument for mentor training programs that are intentionally designed, robust, and culturally relevant. In today's globalized world, it is vital for leaders to understand and appreciate cross-cultural differences.

Limitations

When considering the arguments made by the authors, several limitations must be acknowledged. Due to program disruptions related to the COVID-19 pandemic, data collection from the most recent original program model participants was excluded, limiting the ability to capture more recent trends and outcomes. Furthermore, the programs examined are situated within rural Pennsylvania institutions, which may limit the generalizability of the findings to more urban or diverse campus environments. It is important to note that both the presented survey data and observations lack control group comparison, and future data collection of SUConnects will compare program participant outcomes to students outside of the program.

Recommendations for Future Research

Additional research should consider long-term impacts of peer mentoring programs, specifically related to leadership, retention, and post-graduation outcomes. Research should also consider these outcomes in tandem with a variety of training models, specifically for programs serving underrepresented populations. Research should include multiple campus contexts, e.g., public colleges and universities and community colleges as well as both urban and rural settings. While the authors assert the core components of the training curricular and program model will be broadly applicable, questions about campus contexts and student populations should be considered when implementing similar peer mentoring programs elsewhere. Additionally, the authors advocate for research that focuses on leadership assessment through culturally relevant leadership inventories.

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About the Authors

Amy M. Davis, MEd, is the Associate Director of Inclusion and Diversity and Deputy Title IX Coordinator at Susquehanna University. Amy holds a BA and MEd from Bucknell University where she served in a variety of roles including Co-Director of the T.E.A.M. Peer Mentoring Program. Over the last 14 years, Amy has served in the areas of civic engagement; diversity, equity, and inclusion; and Title IX in higher education settings with a focus on peer mentoring and increasing access and fostering a sense of belonging for minoritized communities as well as coalition building, cross-cultural training, bias mitigation, and restorative justice. She has presented on the topic of peer mentoring models at the National Conference on Race and Ethnicity (NCORE), Pennsylvania Association of Liaisons and Offices of Multicultural Affairs (PALOMA), Student Staff Live-in Conference (SSLI), and University of New Mexico Mentoring Institute.

Shallary Simmons Duncan, PhD, is a seasoned higher education professional with more than thirty years of experience, primarily in the role of Clinical Staff Psychologist at Bucknell University student counseling center and most recently, as a part-time Psychologist at the Center for Counseling & Psychological Services at Susquehanna University. Dr. Duncan is the co-founder of the Together Everyone Achieves More (T.E.A.M.) peer mentoring program at Bucknell University, which aims to foster a sense of belonging and affinity to the university for students from minoritized backgrounds. The T.E.A.M. model continues to thrive in its fifteenth year at Bucknell University and has been successfully adapted at Dickinson College and Susquehanna University. She is an alumna of Johnson C. Smith University. Shallary received her master's and doctorate of philosophy degrees in Clinical Psychology from the Pennsylvania State University. Currently, she is engaged in peer mentoring research, examining long-term benefits of peer mentoring for T.E.A.M. alumni.