ABSTRACT OF CAPSTONE

Donell Cochran Murray

The Graduate School
Morehead State University
April 8, 2017
THE DESIGN AND IMPLEMENTATION OF A PEER MENTORING PROGRAM FOR INTERNATIONAL STUDENTS AT MOREHEAD STATE UNIVERSITY

Abstract of capstone

A capstone submitted in partial fulfillment of the Requirements for the degree of Doctor of Education in the College of Education At Morehead State University

By

Donell Cochran Murray

Lexington, Kentucky

Committee Chair: Lenora Jean Justice, Assistant Professor

Morehead, Kentucky

April 8, 2017

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ABSTRACT OF CAPSTONE

THE DESIGN AND IMPLEMENTATION OF A PEER MENTORING PROGRAM FOR INTERNATIONAL STUDENTS AT MOREHEAD STATE UNIVERSITY

Peer mentoring is a way to help guide and form valuable relationships between two or more students and plays an important role in the success, both academically and socially, of students. At Morehead State University (MSU), the International Peer Mentoring Program (IPMP) was designed and implemented in the Fall of 2016 to assist in the academic and social integration of international students. Twenty-seven peer mentors were selected based on leadership and organizational skills in connecting twenty-seven peer mentees to the MSU community. Many of the twenty-seven peer mentors described their mentoring as a multifaceted endeavor in which guidance, friendship and teaching served as a model for the foundation of IPMP. Communication was an important tool in this implementation; e-mentoring and a face-to-face model were constructed to interface the academic and social integration. Penzu, an online journal allowed the peer mentors and the peer mentees to detail events and captivate while enjoying their experiences. The academic connection enabled peer mentors and peer mentees to join other peer mentors and peer mentees that needed this assistance with academics.

KEYWORDS: peer mentoring, e-mentoring, face-to-face, integration

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Candidate Signature

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Date
THE DESIGN AND IMPLEMENTATION OF A PEER MENTORING PROGRAM FOR INTERNATIONAL STUDENTS AT MOREHEAD STATE UNIVERSITY

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DEDICATION

I dedicate this capstone to my children, my father and my brothers and sisters for the countless days of love, support and understanding in my quest in this doctorate program. You all believed in your heart and in your words that I would complete this journey that I began three years ago. To Robert, Richelle and Stuart, thank you from the bottom of my heart and soul for always being there with your support for me. The trips, dinners, phone calls and text messages always helped during my good times and challenges writing this implementation. My father and siblings, I thank you, especially with realizing my visits to Pennsylvania would be limited.

My friends, you were always a source of support for me with phone calls, text messages and the amazing times when we could get together. I will never forget all of you and how you were always there for me at any time of the day or night.

To all my students who listened to my implementation as it took form and completion. The mentors who volunteer their time to make this program a true success. Thank you from the bottom of my heart, I appreciate each and every one of you.

And, in loving memory, I dedicate this to my biggest cheerleader, my mother. I wish she could have been here to see her daughter earn her doctorate. She will be present on my graduation day and cheering on her “honey girl”.
ACKNOWLEDGEMENTS

I would like to thank my chair, Dr. Jeannie Justice for being absolutely amazing and played an integral part in the beginning and completion of this implementation. Without Dr. J., I would not have discovered my passion for starting a peer mentoring program for a population that is very dear to me, international students. I appreciate your dedication to your students and how you always find time to be there for all of us. You are simply, the best.

My committee members, Dr. John Modaff and Dr. Dora Ahmadi, who supported me through the entire capstone process from start to finish. Dr. Modaff, you are a friend and colleague that I appreciate every single day. Your support, wisdom and encouragement keep me grounded and on task even on the hardest days. Dr. Ahmadi, your kindness and generosity towards me and the international students is truly a blessing. I appreciate both of you for your time, support, and direction in making this project a reality.

My colleagues in the department, how you truly cared about my implementation and my well being during these three years. I will never forget you and your friendship.

Say Anthing, my cohort, you are an amazing, spiritual group of fine people. Being placed into this cohort has been the most awesome experience. I truly couldn’t have made this journey without each and every one of you.
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Executive Summary

Friendships, memories, and accomplishments: these three words are leaving a lasting impression on a group of students at Morehead State University (MSU) in Morehead, Kentucky. This university, in the mountains of Eastern Kentucky, is seeking to change how international students view university life beginning in the Fall semester of 2016 with the International Peer Mentoring Program (IPMP). A group of twenty-seven seasoned students, known as peer mentors, help to guide, form relationships, and assist with international students, known as peer mentees. The primary purpose of this program is to help these new students succeed on an unknown college campus in a foreign country.

What is the core of the capstone?

The core of the capstone was to design and implement a peer mentoring program for all interested international students at MSU. This new program consists of upperclassmen who are peer mentors and underclassmen peer mentees that are new international students, transfer international students and existing international students at MSU. The purpose for this implementation is to facilitate an environment where the international student (mentee) can be comfortable in accepting both academic and social assistance from an upperclassman (mentor).

Transitioning to a university from a home country can be a challenging time for any international student. Some students fail to make a smooth transition to a
foreign university due to lack of known requirements, incorrect expectations, or the unknowns about university life as well as the decreased access to the support system in their home country (Leindenfrost, Strassnig, Schutz, Carbon, & Schabmann, 2014; Charles-Toussaint & Crowson, 2010; Ragavan, 2014). The importance of recruiting and retaining international students lies in providing solid academic and social integration when each international student arrives at an American university and particularly MSU.

IPMP at MSU was constructed for several reasons. First, international students are coming to American universities and colleges in large numbers. These international students studied at U.S. universities and colleges during the 2015 – 2016 academic year while generating 32.8 billion dollars and supporting more than 400,000 jobs (http://www.nafsa.org). With this in mind, such an increase in the international student population would bring many students needing assistance at MSU. The following table (see Table 1) show the breakdown of students that have entered the United States.

Table 1

<table>
<thead>
<tr>
<th>International Enrollment – United States</th>
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<tbody>
<tr>
<td>2004/2005</td>
</tr>
<tr>
<td>59,943 – Total International Students</td>
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<tr>
<td>2015/2016</td>
</tr>
<tr>
<td>1,043,839 – Total International Students</td>
</tr>
</tbody>
</table>

Note: Total international student enrollment in the United States

Second, before the creation of IPMP, there was not an international peer mentoring program that could help these students once they became enrolled at MSU.
as a student. Fortunately, the department of International Student Support Services (ISSS) did assist with transitioning to college and supporting the goals of the international student, but a peer mentoring program needed to be developed that helps further the goals of success on a college campus.

Third, this program enhanced the continuation of strong English language skills as they pertain to reading and writing. When coming to a university or college, many international students are unaware of the requirements to take general education classes. These classes expose all students to diverse subject matter but often reading and writing can be a challenge in these classes. IPMP assisted in the development of these skills with peer mentees while using TutorTrac at MSU. Apart from reading and writing skills, summarization skill is also considered important in higher education. Students have to condense information from journals, textbooks and other bibliographical sources, international students usually find it difficult to determine which information was relevant and necessary for inclusion in their summaries (Wichadee, 2014).

Program Goals

In looking at the dynamics of international peer mentoring, academics and social integration are at the forefront of this design. In designing and implementing a peer mentoring program at Morehead State University (MSU) for international students, students are engrained and knowledgeable about MSU and students that are new to the university come together and formed a relationship, both academically and socially. Previously, without a program to support international students when they
arrive on campus from their home country or as a transfer student from another college or university, students often were not connecting academically and socially at MSU. International students need to understand the importance of academia and educational expectations at an American university (Chang, 2011). The importance of social integration is equally important. According to Chang (2011), studying the culture and immersing oneself into what is available socially helps students to become fully prepared for academic study at the university level.

Another goal in helping international students succeed at MSU is to provide information and direction for appropriate support services on campus. Some international students place more importance on academic and career goals than on nonacademic matters (Selvadurai, 1998). These nonacademic matters such as navigating campus and knowing the resources available to students, can actually impact their potential success.

Peer Mentoring

What exactly is peer mentoring? Some scholars trace mentoring to the 15\textsuperscript{th} century when Homer, the ancient Greek poet, coined “mentor” in his poem “The Odyssey” (Dappen & Isernhagen, 2005; Erickson & Travick-Jackson, 2006). In the poem, mentor was an actual person who was entrusted with the care and education of a dear friend’s son toward adulthood which explains the name “mentor” (Edlind & Heansley, 1985).

A descriptive definition for peer mentoring is a dyadic, hierarchic, face-to-face, or online relationship existing between an experienced member and an
inexperienced member who are more similar in age (Leidenfrost et al., 2014). A succinct peer mentoring definition is one or more students serving as mentors to other students (Maher, Lindsay, Peel, & Twomey, 2006; Hodges, Payne, Dietz, & Hajovsky, 2014). Mentoring can be supported as a major key in the world of academics with improving students’ academic and social integration (Austin, 2006; Ayalom, 2007; Bouquillon, Sosik, & Lee, 2005; Davis, 2007; Hall & Jaugietis, 2011; Hu & Ma, 2010; Kendricks, Nedunuri, & Arment, 2013; Levine, 1996; Morales, 2010; Sanchez, Reyes, & Singh, 2006; Schmidt, Marks, & Derrico, 2004).

A student peer mentoring is a program that matches experienced students with new students in support of promoting student retention and successful completion of their degree. This is a growing trend on college and university campuses (Christie, 2014). With this program, retention and student degree completion is addressed within the goals of IPMP. Considering the benefits of having an internationally diverse student body, U.S. higher education institutions have been increasing their efforts to attract growing numbers of foreign students from around the world. Concerns over the persistence of international students in completion of their degrees bring the hope of more resources from higher education institutions (Mamiseishvill, 2012). As institutions of higher education are investing more resources in attracting and recruiting increasing numbers of international students, it is in their best interest to retain these students and gain the full educational, cultural, and economic benefits of internationally diverse student body. Understanding these factors influencing
international students’ persistence in the U.S. will help higher education institutions
to more effectively retain and serve these students.

**Mentors**

Peer mentoring involves a special one-on-one relationship at any institution
and MSU is not an exception. When two people are involved, the development of the
experienced member brings support along with knowledge and skills to assist the
inexperienced member (Lin, 2014). The peer mentors are a team of twenty-seven
upperclass status students who engage in various activities both academically and
socially ranging from academic tutoring sessions to individual and group social
gatherings. The role of the peer mentor is strictly voluntary, but specific criteria need
to be met in order to qualify to be a peer mentor. The qualifications to become a peer
mentor are:

- sophomore, junior or senior status student,
- GPA of a 2.5 or higher,
- leadership experience,
- commitment to academics and socialization, and
- willingness to be a part of a team

Furthermore, there are certain responsibilities in being a peer mentor:

- time commitment of between 2 – 4 hours per week,
- incorporate both the academic and social integration into the program,
- use Blackboard™ course management system,
set goals and objectives with your peer mentee, and
be accountable for feedback and evaluation information.

Mentees

Each new international student coming into the university who desires to be a part of IPMP is to be matched with a trained peer mentor. In seeking a positive attitude and openness in beginning IPMP, the mentee has the opportunity to succeed in their academics and social aspects while at MSU. The role and responsibilities of the peer mentee are as follows:

- be a first time, transfer, or existing student at MSU,
- willing to communicate each week with a peer mentor,
- time commitment of between 2 – 4 hours per week,
- participate in both academic and social integration into the program, and
- use Blackboard™ course management system.

Mentoring Relationship

Without a strong and committed relationship, mentors and mentees unions have a chance of being unsuccessful. Jacobi (1991) stresses that in order to have success in the program; five areas of foundation are extremely helpful. These five areas are:

1. Mentoring relationships are focused on achievement. First and foremost, assistance and support that are provided to the mentee from the mentor always is intended for the successful outcome.
2. The mentor is the role model. The assistance given to the mentee is in the form of emotional and psychological support.

3. Mentoring is a two-way street. Emotional attachment serves as a benefit from the relationship.

4. There is a bond that forms between the mentor and the mentee, which derives from close direct interaction.

5. Mentors have experience, influence, and achievement that they bring to mentoring. This in turn creates the success in a mentoring program (Jacobi, 1991, p.513).

**Design**

The design of this program includes an e-mentoring model and a face-to-face mentoring model in the quest to provide strong peer mentoring. In face-to-face mentoring, each party is involved in physically meeting to mentor. Simply stated, e-mentoring is mentoring via an electronic channel. Electronic communication is used to create a mentoring relationship in the form of technology such as email or other forms of technology such as text messaging (Muller, 2009; Stewart & Carpenter, 2009; Schwartz et al., 2014; Briones, Janoske, & Paquette, 2013). E-mentoring including social media is the tool used for social integration between the mentor and the mentee. Muller’s determined that the reason many mentoring experiences fail is due to the lack of physical meeting because of time and location restraints. E-mentoring can take place at any place at any time. According to Bierema & Merriam
(2002), three components necessary to a successful e-mentoring relationship are: ease of interaction, frequency of interaction and communication. The mentor and mentee team need to be able to share these three components to be extremely successful in this program. Without ease of interaction, the frequency of interaction may subside and communication may cease to exist. Throughout the implementation, the e-mentoring model needed continual communication to be effective. In the first semester of implementation, finding a form of communication that connected each mentor to each mentee that was universal was a challenge for both the mentors and mentees. It was not until the second semester that the program decided to use WhatsApp, a free messaging application that is downloaded for basic communication. The difference between using another free messaging application and WhatsApp is the popularity and ease of use. Most international students have this app and know the benefits before coming to the Unites States. WhatsApp is economically feasible because it employs the Internet on the phone which makes it an extremely popular choice with all students.

In order for IPMP to be successful and grow, a face-to-face model was also implemented. To be effective and productive, constructive programming to help the peer mentee with academic and social issues was offered in the fall and spring semesters for peer mentors to attend with their peer mentees. In a face-to-face model, mentoring often receives more career support and social aspects compared to electronic mentoring (Hodges, Payne, Dietz, & Hajovsky, 2014). The continuation of
providing constructive programs to both the mentors and mentees will help support
the face-to-face model.

**Who is the capstone meant to impact?**

This capstone is meant to impact the growing population of international
students that attend MSU every year, the dedicated peer mentors at MSU, the faculty
at MSU that have international students in their classes, and the administration at
MSU that work to retain international students and increase future enrollment with
future international students. There are benefits to studying in the United States. For
example, the Chinese student is often encouraged to study in the United States where
they can obtain a better education, which will assist in finding solid employment
(Griner & Sobol, 2014). Furthermore, many Chinese view studying in the United
States as a resume builder. Friends and family are often quick to encourage the
students to study abroad often seeing opportunities once they return to their country.

In 2016-2017, the total population of international students at MSU is 201.
Currently, the majority of international students at MSU come from Saudi Arabia.
There has been a growth of students from this country with the total being 110
students. This is an increase from approximately 50 Saudi Arabian students in the
school year 2014 – 2015.

Two categories that are of concern in transitioning to a new country in regards
to culture and potential academic problems are psychological adjustment and socio-
cultural adjustment (Baba & Hosoda, 2014). For instance, psychological adjustment
is seen as a student being able to become satisfied with their well-being and
university life. Socio-cultural adjustment is the feeling of fitting in with the host culture. Academic stress is a reality with the expectations of schoolwork resulting in high academic performance (Chen, 1999). Education can be a daunting process for international students when factoring in learning a new culture. The majority of international students that are transitioning to the United States bring the loss of family ties, fear, and homesickness that is often associated with stress (Selvadurai, 1998; Yangyi, 2009).

The students at MSU that volunteer as peer mentors in this implementation are also greatly impacted. Skills acquired while being a part of peer mentoring help in the overall impact of being successful with peer mentees and their growth as a student and person. Gaining confidence, while learning about themselves, leads to the peer mentor feeling better about his/her role as a peer mentor (James, Smith, & Radford, 2014). Furthermore, this helps the peer mentor advance his/her problem-solving skills while dealing with difficult situations. In working with peer mentees from different countries, culture and traditions are often areas that the peer mentor needs to research. Knowing that culture and tradition is a huge part of peer mentoring for the international student, the peer mentor can become fully aware of mentees that are vulnerable to leaving the university that helps with the mentor gaining skills in retention (Yn-Nil, Pi-Hui, Chui, Hui-Hsing, & Yien-Hua, 2016).

Another area of impact is the faculty at MSU. In a university setting, faculty can struggle with helping the international student be successful. Many elements come into play when considering the total success of a student. For example, Cherif,
Adams, Movahedzadeh, Martyn, & Dunning (2014) find that the leading concerns of faculty on the success of their students depend on several areas. Motivation, study habits, academic preparedness and external factors such as time management, attitudes, and instruction relevancy issues are the largest issues for students entering higher education. By addressing these areas with the peer mentors, these areas can be in the forefront of change and growth with the faculty. Buy-in from the faculty starts with inclusion of their opinions and recommendations on areas they could see potential improvement in their classrooms with international students.

International student-faculty interaction is an area of impact that would benefit from strong relationship ties to peer mentoring. With strong observations between mentors and mentees in regards to faculty interaction, mentees learn the importance of a strong faculty/student relationship. Time spent with faculty such as working on research projects or communicating outside of class has a positive correlation on student outcomes (Astin, 1993). Furthermore Astin (1993) sees a correlation between the entire college experience after such direct communication between faculty and student.

In including this very important demographic at MSU, IPMP asked for faculty recommendations for both peer mentors and peer mentees, (see Appendix A & B). By having the faculty involved in the selection of outstanding peer mentors and the selection of peer mentees for IPMP, the connection between the faculty and the members can help with retention and classroom performance. Peer mentoring groups
used in colleges and universities have been successful in improving classroom performance (Colon-Emeric, Bowlby, & Svetkey, 2012).

Lastly, administration at a university has a valuable stake in the success of their students, attrition being at the forefront. Retaining students year after year has a lasting effect on budget situations and keeping a university prosperous. According to Sanchez, Bauer, & Paronto (2006), a positive aspect of retention or attrition is the development of a positive peer mentoring program. They suggest attitudes and behavior can have a lasting effect on students’ success and retention. With the implementation of this program, administration is able to monitor continued development and success through communication. A newsletter to the office of the Vice President of Student Success with provided monthly updates focuses on the progress of IPMP. Expanding peer mentoring to different colleges within the university can be directed towards this implementation.

**How was the capstone project implemented?**

Implementation starts with the team of peer mentors volunteering their time in assisting a group of international students. The team consisted of twenty-seven American and international students serving as peer mentors that are currently students at MSU. ISSS housed at the Brumagen House on the campus of MSU, is the hub of this implementation. It is very important that the communication between International Student Support Services (ISSS) and IPMP stays constant and consistent for continued success. ISSS is the connection between the international student and MSU from the very beginning since this is the location for all interested peer mentees
to complete the IPMP mentee application form (see Appendix C). In recruiting potential peer mentees, the following is the order of events:

1. IPMP information distributed - on their arrival on campus at the beginning of each semester.

2. Meet and Greet with mentors and mentees - during the first week of each semester at a local restaurant. The program was explained and questions were addressed.

3. E-mail to all international students - The email was sent to all international students that will be attending MSU in the fall and spring. In working with International Services, a list was constructed on potential current students who will need peer mentoring in the fall and spring semesters.

A Facebook page created solely for IPMP to connect each international student to the services of IPMP. This page is monitored by a peer mentor daily with information updates about IPMP. It is established that currently Facebook is globally the most used social media (Kite, Foley, Grunseit, & Freeman, 2016; Hunt, Atkin, & Krishnan, 2012). The following information is included on the IPMP Facebook page:

1. Peer mentor overview – This section explains the mentoring process, a description of mentoring, and how the mentor is selected.

2. A special section to “select a mentor” is the highlight of the page.

3. Meet the mentors – Each mentor will have a short biography in describing their talents, work experience, major, etc., (see Appendix D).
Recruiting qualified peer mentors who wanted to assist in the implementation was a fairly easy process. Sophomore, junior and senior students, American and international, were approached who showed leadership and compassion for helping students, especially international students. To complete the team, Baptist Campus Ministry (BCM) an organization on campus that helps international students, was consulted to obtain leadership-capable mentors that showed interest in being part of mentoring. Also, students in the Communication Department were consulted to consider being a peer mentor and Phi Sigma Pi honor fraternity was asked if some of their members would be interested in serving as peer mentors. The IPMP application to become a mentor was distributed to any student that was interested in the start-up of the program. Twenty-seven mentors were selected based on the IPMP mentor application form (see Appendix E) with the following contents:

1. Academic major & academic minor with their GPA,
2. Student organizations they currently are involved in,
3. References, personal and/or business,
4. Goals for being a peer mentor and helping a peer mentee, and
5. Leadership experience both current and past experiences.

Leadership experience and goals to being a peer mentor were looked at closely and a personal interview was conducted with the researcher to determine the seriousness of each student starting this implementation. This application process was important to understand their motivation in wanting to help the peer mentees to be successful at MSU. Peer mentoring, for the most part was seen as a way to give back
to the university. While academics are extremely important to these students, being able to help someone transition into college by offering support, encouragement and advice is equally important. Their responses show diversity in the different areas of expertise that they brought to IPMP; many had international ties with study abroad programs, working as a peer mentor in high school and developing technology programs while they were in secondary school. All of these skills were used in developing this implementation.

It is important to note that confidentiality is an important element that continues throughout each semester between all parties involved in IPMP. A confidentiality form was constructed for both the peer mentors and the peer mentees (see Appendix F). It is imperative that all peer mentors and peer mentees understand the importance of carefully sharing personal information.

Mentors selected for the initial implementation consist of students from all majors at MSU since diversity is considered imperative to the success of the program. These students help address the many issues that the international student will have when they enter the campus of MSU. According to Ragavan (2014), there is a need to recognize the diverse social and academic backgrounds from which our international students derive, and a need for peer mentors to facilitate this new social and academic background.
Training

Training the peer mentors was an important feature of IPMP. All twenty-seven peer mentors needed to be involved in extensive training to provide the best service to the peer mentees. The following tables (2, 3, 4 & 5) depict what would be involved with training in the fall and spring semesters:

1. Icebreaker,
2. Roles of the mentor,
3. Overview of IPMP,
4. Support systems at MSU.

Table 2

**ICEBREAKER**

<table>
<thead>
<tr>
<th>Who am I?</th>
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<tbody>
<tr>
<td>My name is…</td>
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<tr>
<td>My most important role at MSU is…</td>
</tr>
<tr>
<td>My favorite way to spend my free time is…</td>
</tr>
<tr>
<td>The most important fact about me…</td>
</tr>
<tr>
<td>Strengths I will bring to mentoring…</td>
</tr>
<tr>
<td>What I hope to gain from mentoring…</td>
</tr>
<tr>
<td>What is the biggest challenge I think I will have in mentoring…</td>
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</tbody>
</table>

*Note:* Ice breaker activities for training of peer mentors.
Table 3

**ROLES OF THE MENTOR**

<table>
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<th>Role</th>
<th>Description</th>
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<tr>
<td>Listening skills</td>
<td>How can listening skills enhance the mentoring relationship?</td>
</tr>
<tr>
<td>Diversity</td>
<td>How does the role of diversity influence communication?</td>
</tr>
<tr>
<td>Positive Attitude</td>
<td>How does having a positive attitude help mentoring?</td>
</tr>
<tr>
<td>Knowledge</td>
<td>How does knowing IPMP help to become a better mentor?</td>
</tr>
<tr>
<td>Guidance</td>
<td>What is the best way to provide guidance?</td>
</tr>
<tr>
<td>Set &amp; Meet Goals</td>
<td>Why is meeting goals weekly beneficial to mentors/mentees?</td>
</tr>
<tr>
<td>Motivation</td>
<td>What are the best motivators to stay active in IPMP?</td>
</tr>
<tr>
<td>Commitment</td>
<td>Why is commitment so important?</td>
</tr>
</tbody>
</table>

*Note: Roles/skills needed to be an effective peer mentor.*

Table 4

**OVERVIEW OF IPMP**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard™ Course Management System</td>
<td>Training</td>
</tr>
<tr>
<td>Penzu Online Journal</td>
<td>Training</td>
</tr>
<tr>
<td>IPMP Forms</td>
<td>Training</td>
</tr>
</tbody>
</table>

*Note: Academic and social integration training.*
Table 5

<table>
<thead>
<tr>
<th>SUPPORT SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camden Carroll Library</td>
</tr>
<tr>
<td>Caudill Health Clinic</td>
</tr>
<tr>
<td>Center For Regional Engagement</td>
</tr>
<tr>
<td>Counseling Center</td>
</tr>
<tr>
<td>Multicultural &amp; Inclusion Student Services</td>
</tr>
<tr>
<td>Recreation &amp; Wellness Center</td>
</tr>
<tr>
<td>Testing Center</td>
</tr>
</tbody>
</table>

*Note: List of services available to students.*

**Matching**

In order to provide the best possible personality fit between the peer mentors and the peer mentee, the Myers-Briggs Type Indicator was used. Myers-Briggs typology is one of the most widely used for addressing personality differences by identifying a person’s preferences in their personality (Farley, Gibbons, & Cihak, 2014; Atay, 2012). This measure is widely used for the explanation of personality characteristics not only to the person involved, but to the people surrounding them (McCrae & Costa, 1989).

In administering the product, a questionnaire of 64 questions was presented in Bb to the peer mentors to determine his/her personality type. According to Varvel, Adams, Pridie, & Ulloa (2004), there is not a right or wrong answer in determining
one’s indicator of their personality. By using this measure of determining the
description and strengths of each mentors’ personality type, the partnership between
the mentor and mentee could be formed from similar personality traits. All mentees
were administered the Jung Typology Test™ when they completed the Peer Mentee
Application form to enter IPMP.

According to Morgan, Pearson, & Routledge (2012), an effective way to
assign a peer mentor to a peer mentee is to do so before they are in a group setting
and randomly are paired. This is how, initially, the mentors and mentees were
matched, by not being in a group setting and paired randomly. The Jung Typology
Test™, a product of the Myers-Briggs Type Indicator, was presented to the original
group of peer mentors in their Blackboard™ IPMP site during the training period.
The new mentors were presented the test in August of 2016 and January of 2017
during each training period to be paired according to their similar personality traits.
The mentees took the test on Bb after ISSS gave their contact information and interest
to enter IPMP. Matching was conducted using the results of the sixteen personality
types, (see Figure 1).

![The 16 personality types](image)

*Figure 1. Jung Typology Test 16 personality types.*
Matching these two people in this manner could lead to an instant connection between the mentor and the mentee. Due to the small number of mentors and mentees in the spring versus fall semester, the mentors and the mentees preferred to be matched this way.

**Communication**

An area of major importance is the initial contact between the peer mentor and the peer mentee. A letter was constructed and sent to each peer mentee by their peer mentor welcoming them to IPMP (see Appendix G). This letter also serves as an introduction asking for communication to take place between the peer mentor and peer mentee.

Mentoring cannot be forced; mutual respect, trust and comfort are all elements deemed necessary for the relationship to grow naturally (Bierema & Merriam, 2002). A communication strategy is beneficial in developing a relationship that gradually works into a helping relationship (Kalbfleisch & Eckley, 2003). It is instrumental and crucial to find a strategy that works for everyone in the communication process. Equally important is staying connected to mentors about their interaction with their mentees. In order for IPMP to work, documentation needs to be reported each month by administering a mentor monthly report (see Appendix H).

Team meetings were held semi-monthly and included additional training as necessary based on cares and concerns that develop throughout the semester. Daughtry & Abels (2009) support the importance of team meetings with the program director for the continued success of this implementation. Furthermore, having a firm
knowledge of program policies and ideas from other mentors provides a sense of support for the entire program. Through team meetings, mentors and mentees can learn from others associated with this program and feel connected.

In the IPMP implementation a crucial element of success is a strong communication bond between the peer mentor and the peer mentee. All mentor/mentee teams establish the best form of communication and the best time to communicate each and every week. Communication between the director of IPMP and the mentors was determined by submission of a monthly calendar from every mentor. The monthly calendar was submitted via a discussion board in Bb by creating a thread so all mentors and mentees could see what other teams were doing throughout the month, (see Figure 2).

<table>
<thead>
<tr>
<th># September 2016</th>
<th>October 2016</th>
<th>November 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sun</strong></td>
<td><strong>Mon</strong></td>
<td><strong>Tue</strong></td>
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<td></td>
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<td><strong>Wed</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Fri</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sat</strong></td>
</tr>
<tr>
<td>2 Saudi Arabian students</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>were reviewed</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>joined us to play</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>volleyball.</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>We studied in the</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>library for 4 hours ETM</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>quiz</td>
<td>17</td>
<td>18</td>
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<td></td>
<td>19</td>
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<td>30</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Notes:</td>
</tr>
</tbody>
</table>

*Figure 2.* October calendar of activities between a peer mentor and peer mentee.
Figure 2 highlights the October calendar between a mentor/mentee team of two international students from Saudi Arabia. It is common for students from the same country in the Middle East to have the same academic major when they attend a university in the United States. The Saudi government encourages students to attain a field of study that will be marketable when they return to their country. The Saudi government views the fields of medical/health, engineering sciences, general business, management, and computer science as extremely critical to the economic development of Saudi Arabia (Ahmed, 2015).

Throughout the fall semester, mentors were asked to submit a Word document on what transpired between the peer mentor and the peer mentee weekly. Both academic integration and social integration were to be highlighted in their documentation. Below is a document from a peer mentor on the activities that were addressed for the month of October with a few days in September, (see Figure 3).

**September 26th - October 2**
This week, Owen and I met for lunch at La Fincas. We were able to discuss a lot of different activities on campus. When talking about intramural sports on campus, he mentioned that he was more interested in some of the arts, such as singing and dancing. I told him of some possibilities that he had to get involved with activities such as these on campus, and explained to him that the A-Z index would be a great place to look for different activities. On Tuesday, I met with Khalid to help him some math homework. He had two assignments that were due that evening, so we worked through both of those. He seemed to get a much better understanding on the material through that. During this time, I also explained to him the A-Z index. On Saturday, the BCM took a trip with some international students to Natural Bridge State Park in Slade, Kentucky. Owen and I were on the trip. After hiking around the bridge, we enjoyed some pizza at Miguel’s. Great fun was had by all!

**October 3rd - October 9th**
This week, Owen and I were able to meet at TNL at the BCM on Tuesday. We also have communicated throughout the week via text messaging. Unfortunately, we were unable to meet anymore due to fall break. He was in Washington, D.C. and I was at home visiting my family. Khalid and I were not able to meet due to the short week of classes. He and I also talked through text messaging, talking about what we did over fall break.

**October 10th - October 16th**
This week, Owen came to TNL again where we were able to talk and hangout after the event was over. Here we also made plans for lunch. We went out to lunch on Wednesday at La Fincas. We were joined by our other friend, Ante. While at lunch, we were able to have some really good
conversation about ourselves so that we could get to know each other better. We updated each other on how classes were going and what we did over fall break. Owen went on a trip with several other international students to Washington, D.C. which he really enjoyed. The following day, I was able to connect with Khalid and we went to dinner at Mi Monterey. This was a great time of catching up, as we didn’t get to meet the week before. He told me about his fall break and how his classes were going. We also talked about some of his experiences in America before he came to America. On Saturday, there was an international potluck at the BCM that Owen attended. At the potluck, we carved pumpkins. It was Owen’s first time getting to do this, and he really enjoyed it.

October 17th - October 23rd

Unfortunately, this week was a difficult week for finding time to meet with either of my mentees. Owen was able to come to TNL again at the BCM on Tuesday night. I was able to catch up with him there, which was nice. We tried to go to the International House on Thursday for a dinner that they were having, but my class ran late and I was unable to make it. Khalid and I also tried to meet up for dinner a few times during the week. All of the times that one of us was free, the other seemed to be busy so we were not able to meet up. Hopefully next week we will be able to meet, though!

October 24th - October 30

On Monday, Owen and I met for lunch at Pasquales. He had asked me for help with an outline of a paper that he had due later in the week. I was able to help him better understand the prompt and together we came up with a direction for the paper. He also came up with supporting arguments for the thesis statement that he developed. His professor said that he loved the idea!

Figure 3. Word document documentation of a calendar of events for the month of October.

Social Integration

Social integration involves peer mentors constructing activities and plans for the upcoming semester for mentees. Social integration is an area that the mentors and mentees respond well and actually enjoy not only between themselves, but other teams of mentors/mentees. It is common for universities to provide support through student services departments where staff is specialized in international students’ needs with extracurricular activities (Owens & Loomes, 2010). ISSS at MSU is equally equipped and does maintain a weekly calendar with many different activities for all international student at MSU.

The peer mentor/mentee team decides if Facebook, WhatsApp, WeChat, text-messaging, Email, Snapchat or another form of social media in e-mentoring
communication was their form of communicating. One form of social media is required.

In working with the peer mentors and asking their opinions on what the mentor/mentee team views as a valuable asset to social integration the free online journal of Penzu was selected. Penzu focuses on privacy and is available in a free phone application for ease of use at any time during the day. Penzu is extremely easy to navigate and each entry will show on the screen an entry title, date, and where to submit an entry.

A weekly Penzu journal entry consisting of graphics and text, between the mentor and the mentee, was shared with the director of the program. The reasoning behind the mentor and mentee sharing the same journal entry is to help the mentee with sentence structure and spelling. An area of concern that can be stressed at team meetings is requiring mentees to submit a weekly journal entry with their mentor to help with socialization. Consequently, all peer mentees could become fully aware of the benefits of submitting a Penzu entry weekly that also aligns with academic integration in improving sentence structure and writing advancement. The electronic journal is the place where both the experience and events are recorded for feedback between the peer mentor, the peer mentee, and the director of IPMP.

Finding an online journal application that was user friendly, simplistic, free and very effective for documenting both text and graphics was not an easy task. This electronic journaling activity guided mentors and mentees in developing
metacognitive skills which made all parties conscious of the thought process (Terrion & Philion, 2008).

It took months of scouring online journal possibilities to realize that Penzu was the right application for all to experience and use for daily journaling between each peer mentor and peer mentee. Reasons include, the ease of use for both the mentor and the mentee and the graphics that can be attached to every journal entry made Penzu.

Figure 4. Penzu as an online journal entry. This figure illustrates the entry title, the date, and where to select the next entry.
**Academic Integration**

Academic integration is a valuable component of IPMP. According to O’Neil & Marsick (2009), to describe mentoring in an academic setting, one must look at the mentor/mentee relationship. According to Alreshoud & Koeske (1997), positive experiences by students from the Middle East directly correlate between forced or voluntary general academic factors. A reciprocal and collaborative union between both parties forms a learning relationship. Furthermore, sharing mutual responsibility and accountability, parties can achieve clearer goals for success.

By incorporating Blackboard™ (Bb) into e-mentoring, academic integration between the mentor/mentee is addressed weekly on Discussion Board. The Bb online discussion board is used weekly for academic and educational areas that mentors and mentees need addressed. With this academic integration implementation is the importance of educating both the mentees and the mentors on areas throughout the university. In order for the Bb model to be effective, mentors need to communicate this importance to their mentees. Fostering communication is imperative to successful technology-mediated mentoring programs (Hodges, Payne, Dietz, & Hajovsky, 2014). With solid communication between both mentors and mentees, perspectives on academics are shared by all mentors, not just between the mentor and the mentee. Mentors and mentees can view responses to questions and concerns weekly in the discussion board forum. By being exposed to an array of different perspectives, benefits students, while viewing different opinions other than their own can lead to development of a solid foundation in learning (Alexander, 1997).
An example of an area in the academic integration is the importance of tutoring and the availability for mentees and mentors. Furthermore, it is important for the peer mentors and peer mentees to understand the importance and availability of academic tutoring to all students at MSU. The MSU Tutoring and Learning Center (located in the MSU Camden Carroll Library) has tutoring available for all academic majors. In having tutoring available at the MSU Camden- Carroll Library on a daily basis is helpful for all parties involved. Tutoring resources are extremely pertinent to the IPMP program and the MSU Tutoring and Learning Center is fully staffed and accommodating for both mentors and mentees (see Figure 5).

**Figure 5.** This figure illustrates how Bb discussion board is used for academic information each week.

International students come to MSU with certain academic needs that are often a struggle which go unnoticed because of training at other institutions in their home countries and other institutions in Northern America. Tutors reflect on the practice and range of ideas in bringing the needed support between their own (tutor) ideas and those ideas of the student which helps develop the understanding of
complex ideas (Elliott & Reynolds, 2014). TutorTrac is a system within the MSU Tutoring and Learning Center that is used for scheduling tutoring (see Figure 6). Use of MSU tutoring services is an integral part of IPMP to ensure academic success.

**TUTORING & LEARNING CENTER**

The Tutoring & Learning Center (TLC) offers you the help you need to become a successful graduate of MSU. Tutoring is offered completely free of charge. We are open whenever the library is open.

TutorTrac is a software that allows you to schedule tutoring appointments online. Once scheduled, your appointment will occur on the date and time scheduled in the Tutoring & Learning Center at Camden-Carroll Library.

The TLC provides an excellent environment for tutoring and learning, including study spaces and computers. Our staff is available to help you succeed in your classes. Online tutoring is also available 24/7 through Blackboard.

*Figure 6. Information on the Tutoring & Learning Center at MSU. This figure illustrates a box titled Log In To TutorTrac for assistance.*

Making the academic and social integration equal is also important to the success of IPMP. Also, it is crucial that all involved see the importance of equal representation of these two areas of integration. The balance between academic and social activities is helpful; a chart to describe some possible activities in implementing academic and social activities is shown in Figure 7.
Why were this capstone and related strategies selected?

A formal mentoring program can help not only the student, but the university. In recruitment and retention of international students, support services for their students are the key to success (Rodger and Tremblay, 2004). Setting pedagogical goals, which aid in learning, helps a student enhance his/her learning experience while building relationships with faculty and other students (Upcraft, 1989). This type of assistance for students involves a one-on-one environment at the institution where the more experienced mentor provides support for the less experienced mentee and teaches new knowledge and skills (Ensher, Thomas, & Murphy, 2001). The members typically are close in age and the relationship is one that fosters companionship (Kram & Isabella, 1985).
This idea of having support from a peer mentor is often appealing, but many colleges or universities do not have an existing peer mentoring program (Sin, 2015). Furthermore, the lack of financial support or the lack of finding suitable applicants for the position of peer mentoring are often cited as reason for not having an existing program. The IPMP implementation can be nearly for the university and the peer mentors can acquire volunteer hours for their service.

To be successful for all parties’ involved, different theories need to be considered relative to this capstone. The Student Development Theory by Arthur Chickering (1993) demonstrates the effectiveness of different levels of advancement made by the peer mentees with the help of the peer mentors in communication. Chickering’s theory is based on seven vectors which incorporate different tasks that help in the development of identity (see Table 3).

Table 3

<table>
<thead>
<tr>
<th>Vectors</th>
<th>Description</th>
<th>Mentors/Mentees Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>First vector</td>
<td>Developing competence</td>
<td>Study Skills Seminar</td>
</tr>
<tr>
<td></td>
<td>Intellectual competence, physical and manual skills, and interpersonal</td>
<td>Time Management Seminar</td>
</tr>
<tr>
<td></td>
<td>competence</td>
<td>Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intramurals/Athletic Events</td>
</tr>
<tr>
<td><strong>Second vector</strong></td>
<td>Manage emotions</td>
<td>Becoming more aware of emotions</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Third vector</strong></td>
<td>Moving through autonomy toward interdependence</td>
<td>Pursuing strong interests on their own</td>
</tr>
<tr>
<td><strong>Fourth vector</strong></td>
<td>Developing mature interpersonal relationships</td>
<td>Accepting all for who they are</td>
</tr>
<tr>
<td><strong>Fifth vector</strong></td>
<td>Establishing identity</td>
<td>Sense of self through maturity and development</td>
</tr>
<tr>
<td><strong>Sixth vector</strong></td>
<td>Developing purpose</td>
<td>Identifying who they want to be</td>
</tr>
<tr>
<td><strong>Seventh vector</strong></td>
<td>Developing integrity</td>
<td>Develop their own set of values</td>
</tr>
</tbody>
</table>
The mentors followed these seven vectors as a design method for success and growth of each individual mentee. After implementation, regular evaluations took place at weekly meetings with the team of mentors to collaborate on what programs were working and what programs need to be added. This could lead to a redesign of programs and or workshops for the following school year of 2018 - 2019. A team of peer mentors and a team of peer mentees determined what was valuable to IPMP and what was not valuable to IPMP.

Chickering’s theory is a comprehensive model in understanding the psychosocial development of college students (Chickering & Reisser, 1993). All seven vectors or tasks are a realistic model for all to apply in their mentoring. The remainder of this section includes the seven “tasks” and how they applied to the students and the directions needed for all to be successful.

**First Vector - Developing Competence:**

This vector consists of three different types of competence: intellectual competence, physical and manual competence, and interpersonal competence. In breaking down these competencies, different activities can be associated with the success of the student. According to Chickering & Reisser (1993), one may think that
intellectual competence would be fully developed before coming to college with mastering content that enables a student to comprehend, analyze, and synthesize material, but a student could be hindered if not adequately prepared for coursework. In addressing this concern, the mentoring team can assist a mentee in formulating an academic study schedule. This schedule consists of tutoring sessions in the library with tutors hired by the university. Individual tutoring and group tutoring schedules are available. Time management is a concern in preparing the international student for success in an American university, having set times for enhancing the academic experience will develop good, strong study skills. Physical and manual competence will be developed through athletic and artistic social events on campus. GroupMe, a group text messaging service used to connect people, is used in connecting with social and athletic events on campus.

Second Vector - Managing Emotions:

Chickering & Reisser (1993) report, emotions such as relief, sympathy, yearning, awe, and wonder often need to be balanced and coping skills need to be taught. Furthermore, self-assertive tendencies can often turn into aggressiveness. Balancing participatory tendencies (which are individual emotions geared towards individuals or groups of people) need to be addressed.

Emotional adaptation and emotional adjustment are areas that need to be addressed with international students for a healthy balance. Yoo, Matsumoto, & LeRoux (2006, p. 346) define adaptation “as the process of altering one’s behaviors or cognitions in relation to a different environment, in order to better interact with the
environment to achieve desired end goals. Contrastingly, we define adjustment as the psychological outcomes that are associated with adaptation.” An emotionally healthy peer mentee is an adjusted student. In order for the mentor to have an impact on the emotional well-being of the peer mentee, a relationship with Health Services needs to part of the mentors’ training.

**Third Vector - Moving Through Autonomy Toward Interdependence:**

The key to peer mentoring is helping the mentee become self-sufficient. Reliance on peer mentors is a process that is hopefully achieved at the end of peer mentoring. One way to enhance the process of interdependence is by sharpening critical thinking skills. As the mentor is working with the mentee to solve problems independently (which helps advance critical thinking), there is another way to advance these skills. By providing the opportunity to attend the critical thinking series of speakers that present on the campus of MSU each semester. Each semester, First Year Seminar (FYS) (a class that students are required to take at MSU) provides a speaker series to enhance critical thinking skills that changes from semester to semester on the availability of speakers. This can include speakers on decision-making awareness, solving problems or legal rights awareness. All FYS students are required to attend, but many international students are transfer students and are not required to attend. Mentors and mentees can attend these speaker series together to enhance finding resources of information to assist in autonomy and to fulfill needs.
Fourth Vector - Developing Mature Interpersonal Relationships:

Social networking in developing interpersonal relationships is pertinent to this vector. The college atmosphere is driven by social development as students interact with each other in the residence halls, classrooms, social events, and dining facilities. This is where cultural learning and language learning are mutually supported (Huang & Yougsheng, 2011). Huang & Yougsheng also suggest that the purpose of cultural teaching is to increase understanding of the target language and to reduce cross-cultural conflicts in language and life. A problem with developing these healthy interpersonal relationships is the fact many international students live off campus and do not participate in social events on campus. How can the peer mentors help in developing mature, healthy, and nurturing interpersonal relationships? A major area is by connecting the peer mentee with events on campus. As stated above, events are announced by using GroupMe, a text messaging group service. Planning is important and sought after from the upperclassmen international peer mentor. Different factors need to be taken into consideration such as religious restrictions. Many opportunities such as fraternities and sororities are available on campus and will be explored by each team of peer mentors.

Fifth Vector - Establishing Identity:

This is a very important vector in the bond that will form between mentor and mentee. Up to this point, reflection has been made with the purpose of helping a mentee to succeed with the help of the mentor. With this vector, identity is focused on the demonstrating of their intercultural identity with the American student. In order
for this program to be successful, all parties need to work together as a team. Without
the knowledge of each peer mentee’s cultural identity, the mentor cannot fully
comprehend the cultural identity of the student. In communicating with the peer
mentee, this aspect is highlighted in each weekly meeting. Team meetings identify
what other mentoring groups have uncovered as a source of discussion to better
understand identity. This helps in clarity and familiarity between all parties. With this
intercultural identity comes leadership opportunity for the peer mentee. Advancing
positive thinking skills to form effective leaders on campus and into their workplace
will enhance this program. To be an effective leader in any organization, wellness
needs to also be addressed. Wellness classes to show the importance of taking care of
mind and body are introduced to the peer mentee and peer mentor.

**Sixth Vector - Developing Purpose:**

This vector is extremely relevant to all students involved in this program. All
students, whether peer mentor or peer mentee, are striving to succeed. International
students come to an American university with distinct goals, often dictated by their
government. They come with a clear path in mind, but often change that path when
obstacles are put in their way, such as funding or poor grades. In determining the
career path in being successful, peer mentors and mentees will work together in
developing the framework necessary for their goals and aspirations. This can be made
available by working with Career Services at MSU. During the course of the
program, the team will meet at Career Services and use the facilities in career
selection. The peer mentee, along with the peer mentor, have access to a resume lab
in helping to construct a resume. Also, each semester Career Services hosts a career fair for the students at MSU. This is an opportunity for the peer mentors and peer mentees to meet potential employers. Learning how to dress for an interview is very beneficial for all parties involved in this activity. Internships are a part of several majors at MSU and an internship workshop hosted by Career Services was part of this vector. In gaining these knowledge and skills, mentors can also reflect on their purpose with a career goal.

**Seventh Vector - Developing Integrity:**

The last vector is the continuous development of one’s integrity. Students bring to campus the value system that was taught to them before entering a university. Throughout the mentoring process, their value system develops further into a deeper integrity. In developing integrity the peer mentee, along with their peer mentor, may look at the opportunity to volunteer through the university. The Center for Regional Engagement has volunteer information on numerous positions throughout the region. This will be a significant part of vector seven between the mentor and the mentee along with the possibility of support from other teams of mentors and mentees.

Academic success is at the forefront of success on a university campus but there is another factor that can be beneficial for the mentee in this peer-mentoring relationship. Tinto (2007) explains the importance of integrating socially and academically, making for the increase in commitment that leads to graduation for the student which in turn supports the quest for retention, (see Figure 7).
**Figure 7.** Commitments of goals and institutions in academic and social integrations for a student. Adapted from “Dropout From Higher Education: A Theoretical Synthesis,” by V. Tinto, 1975, *Review of Educational Research, 45*, p. 95.

Figure 7 is a diagram of the potential process of a student going through the system and not succeeding in higher education. Tinto (1975) explains this potential model of dropout can be looked upon as the interactions or lack of interactions between the individual and the college system. The main goal of the IPMP is to have the academic integration mesh equally with the social integration. All students enter a university with a variety of attributes ranging from sex, race, or ability. Tinto stresses
that grade-point averages and social and academic attainments each have a direct and indirect impact on the success in college.

A potential problem with the student and the first year experience is the freshmen disassociating themselves from their past and integrating themselves into a completely different culture with different values and traditions (Mannan, 2001). Liu & Liu (1999) stress the fact of international students feeling the effects of alienation while in college due to a completely different environment when they attend a university in the United States. Particularly, Asian students believed they were stereotyped because of their nationality making them unable to fully participate in the academic and social aspects of the campus. Liu & Liu (1999) explain that the opposite can hold true for many international students such as the Asian population. Many Americans view an Asian student as being a high achiever. This can have an adverse effect, as the student may not have their needs met academically or socially.

Social integration can have a lasting effect on a students’ academic path in higher education. According to Braxton, Jones, Hirschy, & Hartley (2008), the importance of family background, individual attributes, and experiences in secondary school have an impact of the commitment level to the college experience. Furthermore, social integration is categorized as how invested the university is in the students’ welfare. Commitment and integration on the college campus go hand in hand.

In implementing mentoring, the focus was on integrating peer mentors and peer mentees. While Tinto’s model is based on retention and the amount of social and
academic behaviors that were brought into the campus atmosphere, Astin’s Theory of Social Involvement (Astin, 1999) looks at student involvement and how students change and develop after becoming involved. In persisting in the college environment, Astin believes this can successfully develop into new norms and behaviors by moving away from their past (Milem & Berger, 1997). Milem and Berger (1997) depict that how a student can affect behavior is by having a student being involved on campus. Some of these ways would be to become involved in activities on campus such as intramural sports, campus wide activities, and extracurricular activities.

**When was the capstone implemented?**

In reaching out to the potential peer mentees, participation in the IPMP was and remains voluntary. All incoming international students, transfer international students and current international students were invited to join the program before the semester started and during the course of the semester. The implementation of the program started in April 2016 with planning to include students from the Department of Communication, Media and Languages at MSU about the possibility of being a peer mentor and the opportunity it would have for them while helping international students. Initially, the plan was to have a total of ten peer mentors which would all be former students of the Department of Communication. The reasoning behind having all peer mentors from one department and especially Communication was the importance of communication and the communication behavior that would be necessary between the mentor and the mentee. An organization on the MSU campus
wanted to become involved with IPMP. The Baptist Campus Ministry (BCM) international team, which consisted of ten members, was extremely interested in taking their expertise in helping international students to IPMP. This brought the total of peer mentors to 20 and additional students decided to join when information was circulated throughout campus about IPMP being implemented in the fall semester of 2016. After extensive development and training in August of 2016, the program was implemented September 1, 2016 at MSU.

Mentors were chosen the week prior to the end of the Spring 2016 semester for the Fall 2016 semester and the week prior to the end of the Fall 2016 semester for the Spring 2017. In keeping with the consistency of this timeframe, potential peer mentors will know when they can apply to the program.

Training the new mentors took place August 22, 2016 – August 26, 2016 with September 1, 2016 being full implementation. The training was based on providing the right dynamics between the mentor and the mentee. Training consisted of learning about Bb and the tools that were to be used in IPMP. Also, training was held on how to use Penzu effectively.

During the first week of the fall semester, there was a kickoff event introducing all newly selected peer mentors. Each peer mentor completed the Meet the Mentor form which is posted in electronic form on the IPMP Facebook page with a picture of each peer mentor. A team of peer mentors monitors the Facebook page to add and delete pertinent information each week.
Impact of the capstone

The initial implementation of IPMP was to bring a team of seasoned college students that attend MSU to serve as peer mentors for international students in a small capacity. What transpired over the course of a semester was a program that grew in member size. The impact these peer mentors have on helping their peer mentees is by being not only a mentor but also a friend and motivator.

By being a friend and motivator this changes how peer mentees become involved at MSU and how students can excel in the classroom at MSU. In becoming a part of IPMP, peer mentees are included in a supportive educational environment with support from their peer mentor. Peer mentees have the tools to be motivated in participating in all aspect of the college experience while attending MSU both academically and socially.

Peer mentoring is much more than meeting a peer mentee socially and helping him/her with class assignments; it is helping them develop as a student. A strong impact between the peer mentors and the peer mentees is student development. According to Rosenthal & Shinebarger (2010), people must be interested and have the ability and the time to commit to being affective as peer mentors. According to Swail, Red, & Perna (2003), Swail’s Geometric Model of Student Persistence and Achievement, cognitive factors, social factors and institutional factors all coordinate towards student development (see, Figure 8).
It was important to bring trained professionals that could project the importance of cognitive, social and institutional factors in IPMP. It was established that twenty-four career and social workshops would be made available for selection throughout the school year. Not all of these workshops are available each semester, but the selection made available to IPMP and a selection committee consisting of mentors/mentees determined which workshops were developed and administered to all involved in IPMP. The selection committee will rotate each semester and will consist of three mentors and three mentees. In selecting the workshops for each
semester, the committee addressed the current needs of the mentees. The following is a list of the potential workshops for the fall and spring semesters:

- Study Skills
- Time Management
- Tutoring Workshop
- Counseling Center Overview
- Loneliness/Depression
- Cultural Awareness
- Communications Skills Workshop
- Decision Making Activities
- Confidence Building Training
- American Legal Rights Workshop
- Problem Solver Training
- Religion Exploration
- Fraternity & Sorority
- Healthy Relationship Workshop
- Nurturing Relationships
- Resume Lab
- Internship Workshop
- Etiquette Networking Dinner
- Alcohol & Drug Awareness
- Volunteering Activities
- Leadership Workshops
- Wellness Classes
- Intercultural Activities
- Positive Thinking

In one area of student development tutoring empowers students to make important, informed choices as they revise their work, helping to reduce anxiety and realizing they can complete a task (Martinez, Kock, & Cass, 2011). They also found (2011), research has shown that the partnership of writing tutors and peer mentoring play an important role in reducing students’ anxiety and enhancing writing
performance. These tutored students are more in control of their writing, are open to evaluation of their writing, and having less writing anxiety.

**Limitations**

Limitations associated with IPMP vary greatly and are consistent with developing a program from the beginning and seeing it change continuously throughout the process of implementation. The design stage and recruiting the first wave of peer mentors in the end of the Spring 2016 semester led to the building of an implementation. From that spring in the early stages to the present time, this is a time-consuming process. For instance, the selection of competent and passionate peer mentors that have a strong desire to help, support, encourage and nurture peer mentees to be the best they can be at MSU is labor intensive.

Another limitation is training. Keeping all parties involved and engaged in the program takes dedication and hard work on the part of the entire team. Often the peer mentors have time constraints that limit the amount of training that is possible. Example of valuable training would be reiterating the importance of communication with the mentor/mentee, finding an alternative form of communication if the one selected in the beginning of the semester is ineffective and having a balance between academic and social integration. A topic that would need to be discussed is the choice of communication between people of different international locations and their form of communication. While some Middle Eastern students prefer to use the
communication tool Whatsapp, another international student might prefer the communication tool Wechat. Through efforts of a task force of volunteer peer mentors to research and survey peer mentees; an effective method of communication could be developed. Access to peer mentors is a limitation that varies weekly depending on each individual mentors’ schedule. In reaching out to the peer mentors, a social media application called GroupMe, a private chat room for our group of peer mentors, was selected. This social media application allows mentors and the director to communicate about events and announcements. The limitation develops by the amount of communication the peer mentor is able to provide on a given day due to time restraints within their lives. Lack of feedback from peer mentors leads to limiting future communication when an announcement needs to be administered to the group. This limitation has led to looking at alternative methods for communicating between the groups of peer mentors. One such way is to send a GroupMe notification and request that the individual peer mentors respond to a private GroupMe message or email their response to the researcher. This has led to positive feedback and peer mentors have minimal anxiety over too many messages.

Fluency outside of their native language is a limitation. Many countries are represented in IPMP at MSU. Many students when they come to a university in the United States are fluent in English, but many are not fluent in spoken English language. The limitation in language barriers can hinder international students’ ability to socialize with American students and faculty. Language difficulties are just the
beginning of a socialization problem between cultures. Cross-cultural difficulties can hinder a possible close relationship from forming between American and international students (Yen & Inose, 2003). English language proficiency has been tied not only to a language barrier between the international and American student but social engagement between students (Thomas & Hong, 2010). Often the international student does not want to be involved in IPMP because of a language barrier that can lead to social alienation. This can result in students of a particular culture staying socially connected only to students of their familiar or own culture.

Self-reporting data are taking what people are reporting in IPMP at face value. In collecting the data from the peer mentors and peer mentees, there is a risk of bias in reporting of data. Often forms are distributed at monthly peer mentor meetings on events that happened prior to the meeting. Selective memory and exaggeration on what actually transpired can be an issue that needs to be addressed to the mentors at the start of a team meeting and especially when distributing a form to be completed. In trying to remedy this limitation comes the introduction of using Penzu for all journaling of activity between the mentor and mentee. Journaling on Penzu would eliminate the problem of depending on selective memory from paperwork that needs to be documented within the semester. Another flaw in reporting information on forms after the event took place is exaggeration. Often if a peer mentor is not as active as another peer mentor exaggeration will be the result. They view this data as being significant compared to what they had hoped would have transpired within the month with their peer mentee. These limitations can be detrimental to the program
and to the peer mentors and peer mentees because of inaccurate data which can cause
the program not to grow. With proper training, discussion and making all parties
aware of the importance of Penzu, these two limitations could be minimized.

In expanding this program to all students at the university through various
departments, the buy-in from the campus community is a limitation. MSU is in the
process of budget cuts. This program could be crucial in helping students throughout
the university. The implementation will need to address issues from organizations and
confirm that the program is a free service to all parties involved. In ensuring
widespread advertising on campus, Rosenthal & Shinebarger (2010) make sure that
people on campus understand the goals and services constituting a positive reputation,
which helps in expanding the program.

**Reflections**

IPMP has been an interesting and eventful experience for both the peer
mentor and the peer mentee at MSU. Starting this implementation from the ground
up, expectations were limited in the Spring of 2016. What developed over the course
of one year is an incredible program filled with incredible people helping one another.

International students often come to the United States with their own
communication model and communication tools; it is difficult to change this
communication behavior. The first encounter with a potential international student
that wishes to become a peer mentee is in person. The peer mentors meet the potential
peer mentee at new international student orientation and quickly a connection is made
between the potential peer mentor and the potential peer mentee. In conversation, the peer mentor explains IPMP and the international student can fill out the peer mentee application. What is happening on occasion is the peer mentee does not fully understand IPMP. A way to resolve this is designing a flyer or brochure that fully describes IPMP and this can be distributed in the first initial contact (see Appendix K).

Without a clear choice of a communication model, IPMP is virtually non-existent. In finding the right tool to use between the peer mentor and the peer mentee, a tool needed to be selected by everyone that was effective for communication. It was addressed early in the Fall semester of 2016, that not every peer mentee had an American cell phone number or checked their email for communication. A team of selected peer mentors had the task of finding a remedy to this communication problem. Whatsapp was selected because of the ease of use and the fact it is used globally. The international students prefer whatsapp due to the fact it is free and familiar to many international students.

In the Fall semester, the welcome letter to peer mentees created. By creating this document for the spring semester and sending it to the peer mentee’s email, response has improved. Additionally, a few items were included in the welcome letter for a better response rate:

- Welcome letter needs to be detailed with dates,
• Request for a peer mentor,
• Additional email to ask for response,
• If no response, send follow-up email, and
• Allow two weeks to respond.

After gathering the data from the forms completed by the peer mentors in the fall semester, it was evident the academic integration was not equal to the social integration in helping the peer mentees to succeed at MSU. In pondering an effective way to have a more balanced representation, the selection of tutoring was addressed in the spring team training. With the MSU TutorTrac system, selecting tutoring services was relatively easy, free and available daily and in some evenings. Study hours during the week will be recommended as part of the required amount of hours each week spent between the peer mentor and the peer mentee.

The matching of the peer mentors with the peer mentees initially was developed by using the Jung Typology Test. There are mixed reviews on this personality test and the effectiveness of matching mentors/mentees solely by using this method. In starting with the matching process and seeing after a semester there could possibly be a better way to match students, there was another form in matching these students. The idea of a group mixer, an informal meet and greet setting, was used in the Spring 2017 semester. All mentors and all mentees needed to be present at these events in order to distribute the mentors and mentees equally. It is a way for
mentor/mentee to talk and learn about each other in regards to social interests and academic interests.

In the Fall 2016 semester, mentoring was developed solely as one peer mentor and one peer mentee. This arrangement was effective for most teams, but a few mentors chose to mentor with two mentors and one mentee. What developed from this happening was team mentoring. The effectiveness of having IPMP develop into team mentoring. In the spring semester, there were approximately ten teams that consisted of four mentors and two mentees each; these teams were involved in both academic integration and social integration.

The social integration in IPMP was solid from the beginning of the implementation. From the initial introduction of peer mentors to potential peer mentees at the international student orientation, all parties responded well. A different social event was scheduled weekly and made available to peer mentors and peer mentees to attend. If their schedules permitted, many took advantage of these social get-togethers each week. Using the Penzu app and posting the links on Bb, all could see the development socially between mentors and mentees. This is where the integration of team mentoring between groups developed. The peer mentors took the initiative in seeing the benefits of socially interacting with a larger group. In order for the social integration of IPMP to flow smoothly, peer mentors should be able to choose how they want to socially interact. There is not one right or wrong method to how each team wishes to incorporate this very important element into IPMP.
The Blackboard™ (Bb) course management system was selected in the Fall 2016 semester because of the familiarity to the peer mentors. All classes at MSU are in this course management system and peer mentors, being upperclassmen, have a strong connection to this. Peer mentees, being new to MSU, do not have a strong connection to Bb. Academic integration is as important as the social integration is assisting peer mentees in being successful while at MSU. All the scheduled programming in IPMP with workshops, career opportunities and seminars cannot happen without clear communication using Bb. Beginning with the Fall 2017 semester, all peer mentors will be required to provide Bb training for all peer mentees during the first week of classes. This is will be held in a lab in Breckinridge Hall at MSU and several dates will be made available for participation of all parties.

With the faculty becoming involved with academic integration, potential peer mentees will have the opportunity for academic help from the teams of peer mentors. Having the faculty notify IPMP about an international student in dire need of academic assistance is a valuable feature of IPMP. The Tutoring and Learning Center at MSU is being utilized by the mentees that need assistance and is readily available to them on a daily basis. Starting with the Fall 2017 semester, regular study hours will be held in the Camden Carroll Library at MSU. This feature will be announced on Bb and study groups will be formed by the peer mentors. Peer mentoring is a strong key to success at a university. When students that are equal in intelligence, desire, and ambition, success should be an easy task. However, it takes more than these fine
qualities to be successful on a college campus. Seasoned students must help a new student succeed to their potential. IPMP peer mentors at MSU are eager to assist and grow with this program in making it the best it can possibly be for all international students. One way to do this is by IPMP matching a peer mentor to a peer mentee from the same country with the same academic major with the same classes. This happened during the fall semester, the peer mentor was an exceptional student with impeccable study habits and the peer mentee was new to the country and to the major. This peer mentor and peer mentee had the exact same academic major and they had all of their classes together. This is an interesting pairing and something that can be considered for the Fall 2017 semester when matching mentors and mentees.

Expansion of this program to all students at the university through various departments on the campus of MSU needs the buy-in from the campus community. IPMP could be crucial in modeling a similar peer mentoring program for all students throughout the university. The implementation needed to address issues from organizations and confirm that the program is a free service to all parties involved. Rosenthal & Shinebarger (2010) understand the importance of making sure that people on campus understand the goals and services constituting a positive reputation, which can help in expanding the program. In expanding the services to all students at MSU, the current president of MSU, Dr. Wayne Andrews, expressed interest in this particular capstone early in the fall semester when the mentoring team met with him to discuss the plans for the implementation. He especially realized the impact it could
have on retention at the university. In meeting with three mentors and three mentees in December 2016, he learned firsthand the importance of the work the mentors/mentees are doing for success for all involved. This team of six talked about different aspects that have impacted their experience as a mentor/mentee. A topic that was discussed was the possibility of recruiting for mentors at high schools for students who will be attending MSU in the coming year. This will help the students to become active in peer mentoring in their high schools and the community before they attend MSU. In having experience before they arrive at MSU, they will have knowledge on how peer mentoring works and will have valuable experience to share with their team. President Andrews stated he would like to see expansion of this program to include different colleges and departments on campus, which will help all students at MSU.

With IPMP being time consuming when addressing finding qualified new peer mentors, effective training along with times for training and fluency, all of these limitations can be fixed by the help of current peer mentors. With the continuation of IPMP into the next school term of 2017 – 2018, funding will be looked at as source of revenue to provide stipends to peer mentors. In having funding, teams of current peer mentors can research and assist in the everyday labor of managing IPMP.
Overall, this implementation has been highly worthwhile for all involved. The author has seen firsthand the growth in just a few months that is totally reflective on the team of peer mentors selected for their leadership and passion for guiding and directing the peer mentees at MSU. Documentation in Blackboard™ course management system and weekly Penzu posts are all reflective of the robust IPMP has at MSU.
Capstone Project
INTERNATIONAL PEER MENTORING PROGRAM
(IPMP)

PEER MENTOR
Mentor roles and responsibilities are varied and complex. Serving as a guide, facilitator, role model, and/or ally to the mentee, a mentor must be prepared to take on a range of roles and responsibilities that may change as the mentor/mentee relationship develops over time, as the needs and goals of the mentee shift, and as specific contexts and situations require different strategies. A mentor will generally enact a number of common roles and responsibilities. It’s worth emphasizing that whatever role the mentor may take, the mentor’s principal goal, as Paulo Freire reminds us, is to invite and nurture the “total autonomy, freedom, and development of those he or she mentors.”

A mentor is . . .

• **A knowledgeable and experienced guide who teaches** (and learns) through a commitment to the mutual growth of both mentee and mentor.

• **A caring, thoughtful, and humane facilitator** who provides access to people, places, experiences, and resources outside the mentee’s routine environment.

• **A role model** who exemplifies in word and deed what it means to be an ethical, responsible, and compassionate human being.
• A trusted ally, or advocate, who works with (not for) the mentee and on behalf of the mentee’s best interests and goals.

What a Mentor Is Not

By Dr. Gordon Nakagawa

Mentors and mentees should understand that mentors cannot be all things to their mentees. A role model is not a flawless idol to be mindlessly emulated by the mentee; an experienced guide is not a surrogate parents who stands in as a mother or father figure; a caring facilitator is not a professional therapist who is capable of treating serious personal problems; a trusted ally or advocate is not a social worker or a financier. Often, mentors and mentees encounter problems in their relationships due to different ideas about the appropriate role(s) and responsibilities of either the mentor, mentee, or both.

There are boundaries in virtually any and all relationships, and the mentor/mentee relationship is no exception. While there are no hard and fast rules, and while there may be rare exceptions, there are guidelines for what a mentor is (or should be) and for what a mentor is not (or should not be).

A mentor is not . . .

• A (surrogate) parent.
• A professional counselor or therapist.
• A flawless or infallible idol.
• A social worker.
• A lending institution.

Principle Objectives of a Peer Mentor:

1. Establish a positive, personal relationship with your mentee(s).
2. Help your mentee(s) to develop academic and life skills.
3. Assist mentee(s) in accessing academic and university resources.
4. Enhance your mentee’s ability to interact comfortably and productively with people/groups from diverse racial, ethnic, cultural, and socioeconomic backgrounds.
5. To listen.

The International Peer Mentoring Program Mission

The mission of the International Peer Mentoring Program (IPMP) is to connect, engage, and retain international students at Morehead State University. IPMP at
MSU is unique. To be the very best peer mentor, understanding the role is very important. Being a peer mentor in IPMP, will bring academic and social interaction between both the mentor and the mentee. The mission is to be available to the mentee and help them succeed in both these interactions. Their time here is transformed from uncertainty and endurance to growth and sustainability with the help of this program.

**Becoming A Mentor**
To become a mentor, students will be required to have a 2.5 GPA or above and completion of at least 18 credit hours at Morehead State University. It is essential to have a strong desire to help international students succeed at MSU.

**Becoming a Mentee**
Any international student whether a first-year, transfer, or upper-class student are eligible for this program.

**Matching Of Peer Mentors/Peer Mentees**
The Myers-Briggs Personality Indicator will be used in matching mentors/mentees into the program. After the mentor and mentee complete the personality test indicator, the mentor and mentee are then matched according to similar personalities.

**The International Peer Mentoring Program Benefits**
IPMP is open to all international students who attend Morehead State University. Through IPMP, American and international students are able to challenge each other in knowledge and acceptance while helping all students grow. Mentors can walk mentees through the ins and outs of being an MSU student while boosting confidence and motivation. The hopes of IPMP are to encourage understanding of different cultures, to build confidence using the English language, and to increase opportunities to become successful as a MSU student.

**Peer Mentor Benefits**
- Enhance leadership skills
- Improve communication skills
- Increase motivation
- Volunteer hours documented by Center for Regional Engagement
- Increase your resume with valuable experience
- New friendships formed
- Personal growth from a sense of fulfillment
Establishing Five Rules of Peer Mentoring

1. The mentor must become very knowledgeable about Morehead State University. (Keep in mind the mentee knows very little about Morehead State University).

2. The mentor works in partnership with the peer mentee. Never make decisions for your mentees, but work in partnership in helping them make the right decisions.

3. The mentor needs to have good listening skills. See the Appendix for a listening activity.

4. Remember, peer mentoring is both academic and social integration.

5. Be encouraging and inviting to your peer mentees! Encourage your mentee to seek tutoring by taking them to the library. Encourage your mentee to go to activities on campus with you.

Establishing The Mentoring Relationship

1. Meet with your peer mentee once a week in a face-to-face setting.
• Get to know your mentee
  ♦ Establish a relationship by contacting your mentee and asking questions about their likes and dislikes.
  ♦ Ask their preferred name or nickname.
  ♦ Ask questions about their academic background.
  ♦ Talk about your interests and hobbies. This may help your mentee to feel comfortable in sharing their interests and hobbies.
  ♦ In order for this partnership to be focused, you will set goals and objectives with your peer mentee.

2. **Choose an electronic method of communication with your peer mentee.**
   ♦ In choosing an electronic form of communication, the mentor and the mentee will use this as their bases of communication. Please select a form of communication and use this throughout the year. For smooth communication, this form will need to be decided between the two of you. Here are some possible selections:
     ➢ Facebook
     ➢ WhatsApp
     ➢ WeChat
     ➢ Twitter
     ➢ Snapchat
     ➢ GroupMe

3. **Plan social events with your mentee.**
   • What better way to make your mentee feel comfortable and welcome by having social activities each week? Here are some possibilities for mentors/mentees along with other mentors/mentees to share together:
     ♦ Meet for coffee
     ♦ Go to a guest speaker session on campus
     ♦ Explore the recreation center and all it has to offer
     ♦ Support the MSU sports teams and go to an event
     ♦ Support the MSU music program or MSU Theatre
     ♦ Play soccer
     ♦ Organize a walking tour
     ♦ Have a picnic lunch

4. **Blackboard course management system**
   • A mentoring relationship requires structure to ensure a healthy mentor/mentee relationship. Blackboard™ has been selected for electronic academic communication between the mentor and mentee.
Discussion Board located in Blackboard™ will be used by the mentor and the mentee each week for all academic concerns.

- Announcements will be used to announce all academic/educational opportunities on campus at MSU.

ACADEMICS

BLACKBOARD COURSE MANAGEMENT SYSTEM
MENTORS/MENTEES

All participants including mentors and mentees will be enrolled in Blackboard™. The Discussion Board in Bb will be the place where the mentor/mentee team, along with other mentors and mentees, can discuss all academic issues, cares and concerns. Each week, the director will post a discussion for people to share questions and answers.

Below are screenshots of MSU Blackboard™ with explanations.

![Image of MSU Blackboard login page]

*Figure 1.* How to enter your MSU ID and Eagle password to login to Blackboard™.
Figure 2. How to access Discussion Board, select the arrow pointing to discussion board in the tools area.

Figure 3. How to select the title by clicking on the underlined title.
Welcome to Penzu for Online Journals

Your private, 100% customizable online journal. Loved by over 2 million writers around the world.

Start Your Journal Now!
**Question:** What is Penzu?

**Answer:** Penzu is a free app the peer mentor/mentee can download to their phone, tablet, or computer which serves as a note taker. The mentor/mentee will need to download the free Penzu app from the app store if using on their phone or tablet. Penzu is an online personal journal that is focused on privacy. You can access Penzu at this web address:  

http://www.penzu.com

1. Click on **Sign up** in the top right hand corner to create a new account:

2. Enter your full name, email address and create a password. Select Next to continue.
3. Your journal will be created.

4. To send the Penzu entry click on the three dots to launch the following:

5. Select Share to share your post.

6. Share via Public Link to start the process of sending the link.
7. Copy the link and send to your selected email recipient.

Penzu is a quick way to stay organized with notes you will be keeping in regards to your peer mentoring experience. Here are some other features that will help in your IPMP experience:

- Notes that you take daily can be shared by copying the link and pasting to a cell phone via text messaging.
- Pictures can be added to, this can be used in sharing events you and your mentee attended.
- This will help in improving writing!
- Stay organized
- Be creative, especially with brainstorming.

DIRECTIONS FOR PENZU WEEKLY

1. Journaling should be fun and exciting. Highlighting what you and your mentee are doing each week is very rewarding and interesting for the program.
2. Please journal as much as you desire.
3. Journaling will help with sentence structure and spelling for the mentee.
4. Please send one post each week to:
   d.murray@moreheadstate.edu

   Include: graphics and text about academic and social interactions you and your mentee participated in for the week.
TutorTrac

Instructions
Morehead State University

TutorTrac is a software program that allows you to schedule your tutoring appointments online. Your appointment will be held in one of two locations: 1st Floor Camden-Carroll Library or the Tutoring and Learning Center (Allie Young 220).

Make an appointment

Tutoring appointments are non-recurring. If you need to see a tutor again, please make a new appointment before, during or after your advising session.

1. Log in to TutorTrac. The program is available through MyMoreheadState under "Academics."
2. Select “Search Availability” and select the appropriate center.
3. Select “Tutoring and Learning Center” from the “Center” drop-down.
4. Select the course you need tutoring in from the “Section” drop-down.
   a. If you do not see your course, we may not have a tutor for your specific course.
   b. Call the Tutoring & Learning Center at 606-783-5105 for more information.
5. Select the reason you need tutoring from the “Reason” drop-down.
6. Enter the date range you want your appointment to begin (e.g. 1/23/12 – 1/30/12). Your appointment must be scheduled at least 24-hours in advance, do not schedule it on the same day. You may only schedule a session during a weekday.
7. Select the time for your session by scrolling horizontally.
8. Select “Search” to begin searching available tutors.
9. A list of available tutors will be displayed with available session times.
10. Select the appropriate time slot for your session.
11. On the “Appointment Entry” screen:
    a. You are required to enter a phone number. Tutors will contact you at this number if needed.
    b. You have the ability to enter any additional information but this is not required.
12. Select “Save” to schedule your appointment. You and your tutor will receive a confirmation email.
13. Exit MSU TutorTrac by selecting “Log Off” in the top-left corner of your browser window, then close the window or tab.

**Cancel an Appointment**

Appointments may be cancelled online no less than 24 hours before the session.

1. Log in to [TutorTrac](#). The program is available through [MyMoreheadState](#) under "[Academics](#)."
2. Under “**Upcoming Appointments,**” you will be able to view any scheduled sessions. A small “x” will appear after each appointment.
3. To cancel an appointment, click the “x” next to the unwanted session. You and your tutor will receive a confirmation email, explaining that the session has been cancelled.

**View History**

1. Log in to [TutorTrac](#). The program is available through [MyMoreheadState](#) under "[Academics](#)."

Select “**View History**” to view your appointments in TutorTrac, AdvisorTrac and time spent at Computer Study Tables
Establishing Chickering’s Seven Vectors Student Development Theory

Chickering’s Seven Vectors: Developmental Tasks for College Students

1. Developing competence
2. Managing emotions
3. Moving through autonomy toward interdependence,
4. Developing mature interpersonal relationships
5. Establishing identity
6. Developing purpose
7. Developing integrity

Chickering & Reisser, 1993
Possible Programs in IPMP Using Chickering’s Seven Vectors

<table>
<thead>
<tr>
<th>VECTOR 1 – Developing Competence</th>
<th>VECTOR 2 – Managing Emotions</th>
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<tbody>
<tr>
<td>Study Skills Seminar</td>
<td>Counseling Center Overview</td>
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<tr>
<td>Time Management Seminar</td>
<td>Loneliness/Depression Seminar</td>
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<tr>
<td>Tutoring – MSU Tutoring Center</td>
<td>Cultural Awareness Seminar</td>
</tr>
<tr>
<td>Intramurals/Athletic Events</td>
<td>Communication Skills workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VECTOR 3 – Moving Through Autonomy Toward Interdependence</th>
<th>VECTOR 4 – Developing Mature Interpersonal Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making Activities</td>
<td>Exploring Different Religions</td>
</tr>
<tr>
<td>Confidence Builders</td>
<td>Exploring Fraternities &amp; Sororities</td>
</tr>
<tr>
<td>American Legal Rights Workshop</td>
<td>How to Choose Healthy Relationships</td>
</tr>
<tr>
<td>Solving Problems Independently</td>
<td>Seminar on Nurturing Relationships</td>
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</table>

<table>
<thead>
<tr>
<th>VECTOR 5 – Establishing Identity</th>
<th>VECTOR 6 – Developing Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Workshops</td>
<td>Resume Lab</td>
</tr>
<tr>
<td>Wellness Classes</td>
<td>Career Fair</td>
</tr>
<tr>
<td>Develop Intercultural Activities</td>
<td>Internship Workshop</td>
</tr>
<tr>
<td>Positive Thinking Seminar</td>
<td>Etiquette Networking Dinner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VECTOR 7 – Developing Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol &amp; Drug Awareness</td>
</tr>
<tr>
<td>Establishing Leadership</td>
</tr>
<tr>
<td>Ethnic Awareness</td>
</tr>
<tr>
<td>Volunteering</td>
</tr>
</tbody>
</table>
MENTORING TIMELINE

Below is the timeline for the semester.

August/January
- Mentors should attend the peer mentor orientation.
- Mentors should receive your mentee contact information.
- Mentors should contact your mentee.
- Mentors should assist your mentee on taking the personality profile.
- Mentors should check Blackboard™ Discussion Board frequently for academic questions and answers.
- Mentors should load Penzu on their computer and/or phone. Please assist your mentee in doing the same with Penzu.

September/February
- Mentors should show mentee how to use a planner and Blackboard™.
- Mentors should discuss setting goals.
- Mentors should use Discussion Board in Blackboard™ weekly in assisting with academics.
- Mentors should assist with helping students connect with tutoring if necessary.
- Mentors should check Blackboard™ Discussion Board frequently for academic questions and answers.
- Mentors should send Penzu entries to the director via text or email weekly. Please assist your mentee in doing the same weekly.
- Mentors should plan events this month especially with other mentor/mentee groups.

October/March
- Mentors should attend professional development seminars with your mentee.
- Mentors should help prepare for midterm exams with your mentee.
- Mentors should check with mentee on how they are doing academically.
- Mentors should continue to connect with your mentee weekly via Bb and face-to-face.
- Mentors should check Blackboard™ Discussion Board frequently for academic questions and answers.
- Mentors should send Penzu entries to the director via text or email. Please assist your mentee in doing the same weekly.
November/April

- Mentors should help the mentee by learning to balance academics and social events.
- Mentors should look at the goals that were set in September. How many were reached?
- Mentor should spend more time meeting in person for study groups.
- Mentors should check Blackboard™ Discussion Board frequently for academic questions and answers.
- Mentors should send Penzu entries to the director via text or email weekly. Please assist your mentee in doing the same weekly.

December/May

- Mentors should study with your mentee for finals.
- Mentors should set a plan for success in their final exams.
- Mentors should plan to meet after the semester ends.
- Mentors should check Blackboard™ Discussion Board frequently for academic questions and answers.
- Mentors should send Penzu entries to the director via text or email weekly. Please assist your mentee in doing the same weekly.
### FALL SEMESTER 2016

<table>
<thead>
<tr>
<th>ACTIVITY (16+)</th>
<th>ENTRY DEADLINE</th>
<th>PLAY BEGINS</th>
<th>SITE</th>
<th>ENTRY FEE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball League</td>
<td>August 24</td>
<td>Tues., August 30</td>
<td>City Park</td>
<td>$30.00</td>
</tr>
<tr>
<td>NFL Pick ‘Em</td>
<td>September 7</td>
<td>Thurs., September 8</td>
<td>N/A</td>
<td>FREE</td>
</tr>
<tr>
<td>Beach Volleyball Tourney</td>
<td>September 7</td>
<td>Fri., September 9</td>
<td>Sand Courts</td>
<td>$10.00</td>
</tr>
<tr>
<td>Tennis (S/D)</td>
<td>September 7</td>
<td>Sun., September 11</td>
<td>Sadler Courts</td>
<td>$5.00</td>
</tr>
<tr>
<td>Bowling (Team)</td>
<td>September 7</td>
<td>Mon., September 12</td>
<td>Wilson Lanes</td>
<td>$20.00</td>
</tr>
<tr>
<td>Flag Football League</td>
<td>September 14</td>
<td>Sun., September 18</td>
<td>IM Field</td>
<td>$30.00</td>
</tr>
<tr>
<td>Golf (Individual)</td>
<td>September 28</td>
<td>Fri., September 30</td>
<td>Eagle Trace G.C.</td>
<td>$15.00</td>
</tr>
<tr>
<td>Spike Ball (Open)</td>
<td>October 12</td>
<td>Fri., October 14</td>
<td>TBA</td>
<td>$5.00</td>
</tr>
<tr>
<td>Racquetball (S/D)</td>
<td>October 12</td>
<td>Sun., October 16</td>
<td>RECW RB Courts</td>
<td>$5.00</td>
</tr>
<tr>
<td>Corn Toss (D)</td>
<td>October 19</td>
<td>Fri., October 21</td>
<td>TBA/Court 1</td>
<td>$5.00</td>
</tr>
<tr>
<td>Volleyball League</td>
<td>October 26</td>
<td>Tues., November 1</td>
<td>RECW Gym</td>
<td>$30.00</td>
</tr>
<tr>
<td>Wallyball Tournament</td>
<td>November 2</td>
<td>Fri., November 4</td>
<td>RECW RB Courts</td>
<td>$10.00</td>
</tr>
<tr>
<td>WKU Battle of the Bluegrass</td>
<td>TBD</td>
<td>F-Su; November 18-20</td>
<td>Bowling Green, KY</td>
<td>TBA</td>
</tr>
<tr>
<td>Ping Pong (S/D)</td>
<td>November 16</td>
<td>Fri., November 18</td>
<td>RECW Gym</td>
<td>$5.00</td>
</tr>
<tr>
<td>Dodgeball Tournament</td>
<td>November 30</td>
<td>Fri., December 2</td>
<td>RECW Gym</td>
<td>$15.00</td>
</tr>
</tbody>
</table>
## SPRING SEMESTER 2017

<table>
<thead>
<tr>
<th>ACTIVITY (16+)</th>
<th>ENTRY DEADLINE</th>
<th>PLAY BEGINS</th>
<th>LOCATION</th>
<th>ENTRY FEE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock, Paper Scissors (S)</td>
<td>January 25</td>
<td>Thurs., January 26</td>
<td>RECW Gym</td>
<td>$5.00</td>
</tr>
<tr>
<td>Basketball League</td>
<td>January 25</td>
<td>Mon., January 30</td>
<td>RECW Gym</td>
<td>$30.00</td>
</tr>
<tr>
<td>Badminton (S/D)</td>
<td>February 1</td>
<td>Fri., February 3</td>
<td>RECW Gym</td>
<td>$5.00</td>
</tr>
<tr>
<td>Bowling (S/D)</td>
<td>February 1</td>
<td>Mon., February 6</td>
<td>Wilson Lanes</td>
<td>$5.00</td>
</tr>
<tr>
<td>Basketball Skills Competition (S)</td>
<td>February 8</td>
<td>Fri., February 10</td>
<td>RECW Gym</td>
<td>$5.00</td>
</tr>
<tr>
<td>Foosball Tournament (S)</td>
<td>February 15</td>
<td>Fri., February 17</td>
<td>RECW Game Room</td>
<td>$5.00</td>
</tr>
<tr>
<td>NIRSA Regional Basketball</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBA</td>
</tr>
<tr>
<td>Checkers Tournament (S)</td>
<td>March 1</td>
<td>Fri., March 3</td>
<td>RECW 101F</td>
<td>$5.00</td>
</tr>
<tr>
<td>Texas Hold ‘Em Tournament (S)</td>
<td>March 8</td>
<td>Fri., March 10</td>
<td>RECW 101 F</td>
<td>Canned Goods</td>
</tr>
<tr>
<td>Basketball Bracket Challenge (S)</td>
<td>March 8</td>
<td>Tues., March 14</td>
<td>N/A</td>
<td>Free</td>
</tr>
<tr>
<td>Soccer League</td>
<td>March 15</td>
<td>Tues., March 28</td>
<td>IM Field</td>
<td>$30.00</td>
</tr>
<tr>
<td>Ultimate Frisbee</td>
<td>March 15</td>
<td>Tues., March 28</td>
<td>IM Field</td>
<td>$30.00</td>
</tr>
<tr>
<td>Kick Ball Tournament</td>
<td>April 5</td>
<td>F/Sa. April 7-8</td>
<td>IM Field</td>
<td>$20.00</td>
</tr>
<tr>
<td>Horseshoes (S/D)</td>
<td>April 19</td>
<td>Fri., April 21</td>
<td>City Park</td>
<td>$5.00</td>
</tr>
<tr>
<td>Tug-of-War</td>
<td>April 26</td>
<td>Thurs., April 27</td>
<td>TBD</td>
<td>$15.00</td>
</tr>
<tr>
<td>Golf – 2 person scramble</td>
<td>April 26</td>
<td>Fri., April 28</td>
<td>Eagle Trace G.C.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
# International House

## Fall 2016 Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH, August 18</td>
<td>Welcome Picnic, 5:00 p.m. – 6:00 p.m. International House</td>
</tr>
<tr>
<td>TH, August 25</td>
<td>International Coffee Hour, 4:00 – 5:00 p.m. at the International House</td>
</tr>
<tr>
<td>W, October 31st</td>
<td>Legends – trip to Lexington- $19 per person- Transportation, facility tour, all you can eat buffet, club seat ticket, and fireworks – Deposit $10 –No refunds for cancellations- sign up in the International House</td>
</tr>
<tr>
<td>TH, September 8</td>
<td>Fishing Trip with Johnny- Meet at the International House at 4:00 p.m.</td>
</tr>
<tr>
<td>F, September 9</td>
<td>Fish Fry at the International House – 5:00 – 6:00 p.m.</td>
</tr>
<tr>
<td>TH, September 15</td>
<td>Mid-Autumn Chinese Festival – 5:00 – 7:00 p.m.</td>
</tr>
<tr>
<td>W, September 21</td>
<td>Celebration of International Peace Day</td>
</tr>
<tr>
<td>TH, September 29</td>
<td>International Coffee Hour, 4:00 – 5:00 p.m. at the International House</td>
</tr>
<tr>
<td>Oct 5-9</td>
<td>Fall Break Trip to Washington D.C. - Estimated cost: $200 - If interested, please sign up in the International House- Deposit $50 no refund for cancellations</td>
</tr>
<tr>
<td>October 13</td>
<td>Intercambio- Spanish native speakers and English native speakers meet and interact 30 minutes in English and 30 minutes in Spanish- 4:00 – 5:00 p.m.</td>
</tr>
<tr>
<td>October 20</td>
<td>International Cooking Day- European Food- 5:00 p.m. – 6:00 p.m.</td>
</tr>
<tr>
<td>October 27</td>
<td>International Coffee Hour- 4:00 – 5:00 p.m. at the International House</td>
</tr>
<tr>
<td>November 3rd</td>
<td>Latin Dance with Dr. Ortega – 4:00 – 5:00 p.m. at the International House</td>
</tr>
<tr>
<td>November 10</td>
<td>Thanksgiving Dinner – 5:00 – 6:00 p.m.</td>
</tr>
<tr>
<td>M, November 14</td>
<td>International Education Week Lecture</td>
</tr>
<tr>
<td>T- Nov. 15</td>
<td>International Film 6:00 p.m. – 8:00 p.m.</td>
</tr>
<tr>
<td>W- Nov. 16</td>
<td>International Coffee Hour- 4:00 – 5:00 p.m. at the International House</td>
</tr>
<tr>
<td>TH- Nov. 17</td>
<td>International Pot Luck Banquet 5:30 – 8:00 p.m.</td>
</tr>
<tr>
<td>TH Dec. 1st</td>
<td>End of Semester Reception 11:00 – 1:00 p.m.</td>
</tr>
</tbody>
</table>
### International House

#### Spring 2017 Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td>4:00 p.m. – 5:00 p.m.</td>
<td>International Coffee Hour: Welcome Back!</td>
</tr>
<tr>
<td>January 26</td>
<td>5:00 p.m. – 7:00 p.m.</td>
<td>Chinese New Year!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Festival</td>
</tr>
<tr>
<td>February 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 11</td>
<td>Details will follow</td>
<td>Cincinnati Trip</td>
</tr>
<tr>
<td>February 14</td>
<td>5:00 p.m. – 6:00 p.m.</td>
<td>Spiced Valentine’s Day with a Taste of India</td>
</tr>
<tr>
<td>February 23</td>
<td>4:00 p.m. – 5:00 p.m.</td>
<td>International Coffee Hour</td>
</tr>
<tr>
<td>March 2</td>
<td>4:00 p.m. - 5:00 p.m.</td>
<td>The Secret of Finland’s Success in Education by Dr. M. Decker</td>
</tr>
<tr>
<td>Wednesday, March 8</td>
<td>TBA</td>
<td>International Women’s Day</td>
</tr>
<tr>
<td>March 30</td>
<td>4:00 p.m. – 5:00 p.m.</td>
<td>International Coffee Hour</td>
</tr>
<tr>
<td>April 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>5:00 p.m. – 6:00 p.m.</td>
<td>International Cooking Day: Taste of the Caribbean</td>
</tr>
<tr>
<td>April 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>4:00 p.m. – 5:00 p.m.</td>
<td>International Coffee Hour</td>
</tr>
<tr>
<td>May 4th</td>
<td></td>
<td>End of Semester Reception</td>
</tr>
</tbody>
</table>
International Peer Mentoring Program
Mentor Application

Contact Information

Full Name ________________________________________________________________
Date __________________________
Phone ________________________________________________________________
Email _________________________________________________________________
Student ID# ____________________________________________________________

Academic Information

Major & Minor __________________________________________________________
GPA _________________________________________________________________
Graduation Date _______________________________________________________ 
Student Organizations

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

References

Two references: One business and one personal

Name ________________________________________________________________
Email ________________________________________________________________
Phone# ______________________________________________________________

Name ________________________________________________________________
Email ________________________________________________________________
Phone# ______________________________________________________________
Personal Statement on Being a Peer Mentor
In the space below, explain your goals for being a peer mentor and helping your peer mentee.

Leadership Experience
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

Signature _______________________________________________________
Date ____________________________
**Confidentiality Statement**

**INTERNATIONAL PEER MENTORING PROGRAM**

**Confidentiality Statement**

Mentors and mentees in the International Peer Mentoring Program should consider personal information shared between mentor and mentee to be confidential unless both the mentor and the mentee agree that the information can be shared and with whom it can be shared.

<table>
<thead>
<tr>
<th>Mentor’s Signature</th>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mentee’s Signature</th>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
</table>

Please return this signed form to the following:

Donell C. Murray 315B Breckinridge Hall Morehead, KY 40351
Mentoring Partnership Agreement

INTERNATIONAL PEER MENTORING PROGRAM

Mentoring Partnership Agreement

Instructions: Use this agreement during your first week to agree on goals and objectives for this mentorship relationship. Set ground rules for your meetings, to decide on how to communicate and meet during the semester.

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

Goals:

Objectives:
1. 

2. 

3. 

Meet regularly during the semester with our schedule being____________________________
We will meet _____ face to face, _____ by phone, _____ by email, ______ other (_________).
Our schedule for meetings will be:
Monthly Mentor Report

Mentor Name __________________________

Mentee Name __________________________

How many times have you interacted with your mentee face-to-face this month?

More than 5 times
3 – 5 times
2 times
1 time
None
Other

How did you interact with your mentee electronically?

Email
Text Messaging
Facebook
WhatsApp
Snapchat
Other

Are there any issues or concerns?
Peer Mentor/Mentee Semester Summary

Semester_________________________________________________________

Mentor Name_____________________________________________________

Mentee Name_____________________________________________________

Date____________________________________________________________

Email____________________________________________________________

In the space below, please explain your academic and social experience within the semester.

Social Integration: Please explain all social activities you and your mentee participated in during the semester.

Academic Integration: Please explain all academic activities you and your mentee participated in during the semester.
INTERNATIONAL PEER MENTORING PROGRAM

(IPMP)

PEER MENTEE

HANDBOOK
Dear International Student:

First of all, I would like to welcome you to Morehead State University. We hope you will have a positive educational and social experience in Eastern Kentucky. To help with a smooth and wonderful experience in your transition, I would like to introduce you to the International Peer Mentoring Program (IPMP) at Morehead State University.

The International Peer Mentoring Program (IPMP) accommodates new and transfer international students with both academic and social integration. It is based on a system where experienced students from Morehead State University (MSU) volunteer to become peer mentors to a group of new and transfer international students. Mentors have been selected based on their desire to help international students and carefully trained on the needs you will have as a new student at MSU. Mentors are knowledgeable, experienced, and equipped to answer the questions you will likely ask and help you to find the information that will be most useful to you in the coming months.

You will find within this handbook details about the roles of being a peer mentee. We will contact you about joining IPMP at Morehead State University, followed by meeting your peer mentor after a brief personality test for matching purposes. A social event will be planned at the beginning of the semester to meet your mentor and other mentors and mentees.

Finally, I wish you success while attending Morehead State University. If there is anything I can do to make your transition easier, please contact me at d.murray@moreheadstate.edu.

Dr. Donell C. Murray,
Director
International Peer Mentoring Program
FAQS

Q: Who can join IPMP?
A: All new entering international students, all transfer students and any international student that wants a peer mentor.

Q: How do I join IPMP?
A: By completing the peer mentee application form.

Q: What is international peer mentoring at MSU?
A: It is the opportunity for peer mentors to guide and reach out to international students in helping them reach their full potential academically and socially. In doing so, peer mentors can share knowledge; share experiences and help peer mentees find their own way to success in college. Transitioning to a university in another country can be difficult and overwhelming. Peer mentors have a positive impact on peer mentees lives at MSU.

Q: Who are the peer mentors at MSU?
A: Mentors are students that are upperclassmen with at least 18 semester hours of college credit. These students have been selected on their desire to help international students succeed at MSU both academically and socially. Mentors are trained in this program and are excited to help all students from different nations.

Q: How can the mentors help me?
A: You will be placed with a peer mentor after taking a personality test. This helps in pairing the mentor/mentee with similar personalities. With similar personalities comes good communication, common values, interests, and the ability to work together. Mentors know MSU in regards to resources, faculty and staff. This will help you in your transitioning to a new university. Academically, there is a tutoring system in place at MSU for the peer mentees that can be monitored through your peer mentors. Socially, peer mentors can help the peer mentee with intramural sports, social events on campus, social events in the community and areas in the community to visit.

Q: How does the program work?
A: Your peer mentor will contact you in setting a time to meet. There will be a meet and greet sponsored by the director within walking distance of the campus during the first week of school. Peer mentors/mentees have the option of joining other peer mentor/mentees for team mentoring throughout the semester.
Q: Is there a set amount of time for being with my peer mentor?
A: Your mentor and you will determine what works for you. Remember, the mentoring role is one that will help in helping you adjust both academically and socially, so it is a good idea to meet frequently to discuss these areas. Your mentor will share wisdom to help foster your learning and progress. Also, team mentoring is very common in the program with other mentors and mentees meeting to form fellowships and develop academic strength throughout the semester.

Q: How long is the program?
A: Most mentees join the program when they arrive at MSU but it is common for mentees to join any time throughout the semester. Some international students are at MSU for one semester while others are in the program for two or more semesters. The goal is for the mentor/mentee to form a constructive and positive environment that will enhance the mentee in being ready to move forward from the program. Often peer mentees later become peer mentors and help other international students coming to the university.

Q: Why should I apply?
A: Here are some final thoughts about the program:
   1. You will be joining one of the most caring communities of peers on the MSU campus who are invested in your long term success.
   2. You will have access to trained mentors dedicated to helping you adapt to MSU.
   3. Your mentors will introduce you to study skills, campus resources and faculty and staff members. There are tutors available in all disciplines that will work with IPMP.
   4. You will be able to attend seminars and programs that will assist in your transition. Previous topics include being successful in college, career exploration and acquiring internships.
GUIDELINES

- IPMP is an exciting peer mentoring program that brings benefits to both the peer mentee and the peer mentor.
- Arrange to meet with your peer mentor following the initial introduction meeting during the first week of the semester.
- Always ask for help if you don’t understand something in the program.
- Blackboard™ Course Management System is used for communication within the IPMP program. Also, announcements about educational events are posted on Bb. A calendar highlighting weekly events will be posted in Bb.
- Penzu is also introduced as a way to journal your activities with your mentor and others in the program. It is a free online personal journal that also has image capabilities for all of your photos of your experiences in IPMP. A weekly journal post created by you and your mentor will be sent to the director, Donell Murray, weekly.
- Your Penzu journal entries can be shared with others or your peer mentor by adding the journal entry to Bb. You can choose to keep your journal entries private if you wish.
- Establish with your mentor the form of communication you will be using on a daily or weekly basis. It is easiest to start with a form of communication and stick with it. Some forms of communication are email, phone, texting, whatsapp, etc.
- Set goals with your mentor after the initial meeting.
TESTIMONIALS

Testimonials from Mentors and Mentees

Marco

Major: Business Management

“One of the most important things I do is MSU is participating in the International Peer Mentoring Program. It has helped me a lot in many ways. One of the most important is the academic way. Finding someone to help you in your first year is a good thing. There are a lot of obstacles but with mentees it can be easier. This program also helped me to be more social and find new entertainment around me. The mentees reflect on me in a very positive way and give me the opportunity to give more.”

Ann

Major: Elementary Education

“Being a mentor has allowed me to learn more about a 20-year old’s in life in another country. Through talking we have discovered some of the things that are similar between our two cultures. She has learned how to better put together sentences and her conversations skills are improving every week.

Hannah

Major: Social Work Major

“My mentee is so sweet and she’s really helped me broaden my horizons. It’s so satisfying to watch her expand as well. We try to share experiences from our respective homes and learn new cultural things together.”
Lily
Major: Strategic Communications

“Being a mentor has allowed me to make a great, new friend and has allowed me to broaden my understanding of French culture. We went to dinner at a local Mexican restaurant and talked about lifestyle differences and how she was adjusting to school here.”

Tony
Major: Civil Engineering

“At first I wasn’t sure how this was going to but never in my life would I have expected this program to do so much for me and the international students. Not only do the students learn and adapt but they get to share their culture with us. So many doors have been opened for these students. This program is changing lives for the better. My mentees and I have weekly plans and weekend plans for the entire semester.

Zoe
Major: Business/Psychology Major

“Having a mentee has really helped me to branch-out of my comfort zone by getting to know new cultural traditions, lifestyles, foods and more. I love getting to meet/know people and I know that these friendships will last longer than just a few months. I really enjoy this experience and I would recommend this to anyone who is looking to meet new people and want to learn more about cultural customs.”
TutorTrac is a software program that allows you to schedule your tutoring appointments online. Your appointment will be held in one of two locations: 1st Floor Camden-Carroll Library or the Tutoring and Learning Center (Allie Young 220).

Make an appointment

Tutoring appointments are non-recurring. If you need to see a tutor again, please make a new appointment before, during or after your advising session.

14. Log in to TutorTrac. The program is available through MyMoreheadState under "Academics."
15. Select “Search Availability” and select the appropriate center.
16. Select “Tutoring and Learning Center” from the “Center” drop-down.
17. Select the course you need tutoring in from the “Section” drop-down.
   a. If you do not see your course, we may not have a tutor for your specific course. Call the Tutoring & Learning Center at 606-783-5105 for more information.
18. Select the reason you need tutoring from the “Reason” drop-down.
19. Enter the date range you want your appointment to begin (e.g. 1/23/12 – 1/30/12). Your appointment must be scheduled at least 24-hours in advance, do not schedule it on the same day. You may only schedule a session during a weekday.
20. Select the time for your session by scrolling horizontally.
21. Select “Search” to begin searching available tutors.
22. A list of available tutors will be displayed with available session times.
23. Select the appropriate time slot for your session.
24. On the “Appointment Entry” screen:
   a. You are required to enter a phone number. Tutors will contact you at this number if needed.
   b. You have the ability to enter any additional information but this is not required.
25. Select “Save” to schedule your appointment. You and your tutor will receive a confirmation email.
26. Exit MSU TutorTrac by selecting “Log Off” in the top-left corner of your browser window, then close the window or tab.

Cancel an Appointment

Appointments may be cancelled online no less than 24 hours before the session.

4. Log in to TutorTrac. The program is available through MyMoreheadState under "Academics."

5. Under “Upcoming Appointments”, you will be able to view any scheduled sessions. A small “x” will appear after each appointment.

6. To cancel an appointment, click the “x” next to the unwanted session. You and your tutor will receive a confirmation email, explaining that the session has been cancelled.

View History

2. Log in to TutorTrac. The program is available through MyMoreheadState under "Academics."

Select “View History” to view your appointments in TutorTrac, AdvisorTrac and time spent in Computer Study Table.
Welcome to Penzu for Online Journals

Question: What is Penzu?
Answer: Penzu is an online personal journal that is focused on privacy. You can access Penzu at this web address:

http://www.penzu.com

1. Click on [Sign up] in the top right hand corner to create a new account:
2. Enter your full name, email address and create a password. Select Next to continue.

3. Your journal will be created.
4. To send the Penzu entry click on the three dots to launch the following:

5. Select Share to share your post.

6. Share via Public Link to start the process of sending the link.

7. Copy the link and send to your selected email recipient.

Penzu is a quick way to stay organized with notes you will be keeping in regards to your peer mentoring experience. Here are some other features that will help in your IPMP experience:

- Notes that you take daily can be shared by copying the link and pasting to a cell phone via text messaging.
- Pictures can be added to, this can be used in sharing events you and your mentee attended.
- This will help in improving writing!
- Stay organized
- Be creative, especially with brainstorming.
DIRECTIONS FOR PENZU WEEKLY
5. Journaling should be fun and exciting! Highlighting what you and your mentee are doing each week is very rewarding and interesting for the program.
6. Please journal as much as you desire.
7. Journaling will help with sentence structure and spelling for the mentee.
8. Please send one post each week to:
   d.murray@moreheadstate.edu
   
   Include: graphics and text about academic and social interactions you and your mentee participated in for the week.
Peer Mentee Application

International Peer Mentoring Program
Mentee Application

Contact Information

Full Name______________________________________________________
Date________________________
Phone__________________________________________________________
Preferred Social Media___________________________________________
Email__________________________________________________________
Alternate Email_________________________________________________
Student ID#_____________________________________________________

Academic Information

Major & Minor___________________________________________________
GPA____________________________________________________________
Graduation Date__________________________________________________
Student Organizations_____________________________________________
________________________________________________________________
________________________________________________________________

Academic Semester______________________________

1st Time Student at MSU - Yes or No
Transfer Student at MSU – Yes or No
ESL Training – Yes or No
References


49 – 65.


doi: 10.1080/08838151.2012.678717


NAFSA international student economic value tool. (n.d.). Retrieved from

http://www.nafsa.org/Policy_and_advocacy/Policy_Resource/Policy_Trends_and_Data/NAFSA_International.


Appendix A
Faculty Recommendation for Peer Mentors

Student’s Name: _______________________

**Faculty:** The above student has applied for a position as a peer mentor in MSU’s International Peer Mentoring Program (IPMP). There are numerous goals of IPMP which include, but are not limited to encouraging the understanding of different cultures, building confidence using the English language and increasing opportunities to become successful as MSU students. Peer Mentors provide leadership and in this role, they help achieve the goals listed above for each mentee. To become a mentor, students must not only undergo training but have to have a strong desire to help international students succeed at MSU by enhancing and enriching students’ opportunities to grow and learn.

Your input is an essential part of the application process as we strive to choose the most qualified students. Please provide an evaluation of this student below.

Please circle one answer for the following questions.

1. This student is dependable and attends class regularly.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

2. This student has displayed responsibility in the classroom.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

3. This student has exceptional leadership skills.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. This student has the written and verbal communication skills needed to be a peer mentor.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

Do you have any concerns or doubts about this student’s ability to fulfill the role as a peer mentor?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


How long have you been acquainted with this student and to what degree?

Overall, what is your assessment of this student’s academic and professional reputation?

If you have any further question, please contact Donell Murray at (859-227-7742) or d.murray@moreheadstate.edu.

Please scan and send to my email at d.murray@moreheadstate.edu.

Faculty
Name: ___________________________  Department: ____________________
Faculty
Signature: ______________________  Date: _________________________
Email: __________________________
Phone: __________________________
Appendix B
Faculty Recommendation for Peer Mentees

International Peer Mentoring Program (IPMP)
International Student Referral

Faculty: There are numerous goals of IPMP, which include but are not limited to encouraging the understanding of different cultures, building confidence using the English language and increasing opportunities in academics to become successful as MSU students. Peer Mentors provide leadership and in this role, they help achieve the goals listed above for each peer mentee. To become a mentor, students must not only undergo training but have to have a strong desire to help international students succeed at MSU by enhancing and enriching students’ opportunities to grow and learn.

Your input is an essential part of the success of IPMP. We strive to include international students into our program that need both academic and social integration while a student at MSU.

This is completely confidential; I am available to talk to you in private about this student.

Do you have an international student that could benefit from being a member of IPMP?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

How long have you been acquainted with this student and to what degree?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Overall, what is your assessment of this student’s academic needs?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

If you have any further question, please contact Donell Murray (IPMP) at (859-227-7742) or d.murray@moreheadstate.edu. Please email me when this form is completed.

Faculty Name: _______________________
Faculty Signature: ____________________
Email: ______________________________
Department: _________________________
Date: ______________________________
Phone: ______________________________
Appendix C
Peer Mentee Application

International Peer Mentoring Program
Mentee Application

Contact Information
Full Name_____________________________________________________
Date__________________________________________________________
Phone_________________________________________________________
Preferred Social Media___________________________________________
Email__________________________________________________________
Alternate Email_________________________________________________
Student ID#_____________________________________________________

Academic Information
Major & Minor___________________________________________________
GPA____________________________________________________________
Graduation Date__________________________________________________
Student Organizations_____________________________________________
_____________________________________________
______________________________________________
Academic Semester_______________________________________________

1st Time Student at MSU - Yes or No
Transfer Student at MSU – Yes or No
ESL Training – Yes or No
Appendix D
Meet the Mentor Document

The Mentors
(Alias Names)

**Lily.** Lily majors in strategic communication. She works on campus at Enrollment Services giving campus tours to potential students and their families. Being a peer mentor for the program enables her to learn new cultures while sharing her culture with her mentee. Helping international students learn about Greek life is important to Lily.

**Tony.** Tony is a civil engineering major and enjoys playing many sports such as soccer, tennis, and ping pong. His favorite campus activities are ping pong and swimming. What he really likes about being a peer mentor is getting to help others who come from different places.

**Zoe.** Zoe is a business/psychology major. She enjoys swimming, reading, and dancing. She is very active on campus and is involved in an honors fraternity and works for Student Support Services. She also works in the library on campus and can be seen there often outside of work. She loves getting to help students adjust socially and academically.
Blake. Blake is a chemistry major. Blake is active in Phi Sigma Pi National honors fraternity. He is also a member of the Biology club and is a tutor. Helping students with academic challenges is very important to him, especially helping the international population.

Nick. Nick is a mathematics major. He enjoys hiking, physical fitness and being around friends. He is a tutor on campus and is involved in an honor fraternity. Showing international students the importance of physical fitness is an important aspect of his mission.

Marco. Marco is a strategic communications major. He enjoys singing and running. He is an ITV Facilitator on campus. He enjoys helping people and getting them adjusted to new situations.

Stella. Stella is a strategic communications major. She enjoys watching documentaries and going hiking. She runs cross county for the university. She is also involved in the gala dance group. What she loves about being a mentor is getting to help a fellow student through their college career. She says the social integration is the most exciting part of peer mentoring.

Mariah. Mariah is a strategic communication major. She loves to try new restaurants, designing her own clothes, and being around her friends & family. She is
able to bond with people emotionally, mentally, and socially. Her traveling with international students is important to the growth of peer mentees.

**Ruby.** Ruby majors in animal science. She enjoys reading, making dream catchers, swimming, and working on the farm. She is an honor fraternity member and works for Student Support Services.

**Omar.** Omar is a business management major. Omar brings confidence to this program. He wants his mentee and all mentees to be successful at MSU and in life. Sports is a strong passion of his and he is interested in coordinating intramural sports for the program.

**Ava.** Ava is a nursing major. She enjoys running and photography. She is involved in the Baptist Campus Ministry and is also an honors student. She loves getting to experience another country by getting to know another person. She thinks the most exciting thing about being a mentor is getting to hear about life around the world.

**Susan.** Susan is a legal studies major. She is active in her sorority and is an honors student. Her mission is to help her mentee become involved in organizations on the campus of MSU. In taking her position as a peer mentor very serious, she would like to see attendance at all events both academically and socially be well attended by mentors and mentees.
**Grace.** Grace studies elementary education and is aspiring to be a special education teacher after graduation. Grace is passionate about the culture of international students and wishes to learn about every aspect of her mentees culture. Her leadership skills in the classroom and in her organizations make her a valuable asset to mentoring.

**Abdul.** Abdul studies health care management. Being an international student, he knows the struggles of new students to the university. His goal is to make international students aware of the college system and how it helps prepare you academically for advancement at a university.

**Megan.** Megan is a strategic communications major with a minor in religious studies. Her passion for helping all students is evident in her leadership roles on and off campus. She views the mentoring program as a tool for all mentees to be able to experience America as a resident and not as a visitor.

**Amy.** Amy is majoring in nursing and is a traditional music minor. She understands the work load of new incoming international students and believes she can be a solid, reliable, and helpful resource for incoming international students. Her goal with the program is to build strong lasting relationships with all mentees.
**Joseph.** Joseph is a biomedical science and mathematics major. Being involved in many activities at MSU, he knows the importance of being disciplined. Joseph is a natural born leader and one that organizes students to be productive and organized. He understands the international experience as he was an international student himself. His goal is to help all international students by being a tool for questions and answers from the mentees.

**John.** John is an accounting and business management major. He has experience with diversity by being a resident advisor in a resident hall on campus. He believes simplicity in the program is the key to the success for all involved. Breaking down barriers is the goal that John has for his mentee and all mentees.

**Karlie.** Karlie is majoring in biomedical sciences. Karlie is involved in her sorority on campus and wishes to expose her mentee and other mentees to Greek life on campus. She is interested in finding information from the international students about their home countries in hopes of traveling abroad herself in the study abroad program.

**Ann.** Ann is an elementary education major. Her experience in working with people before she arrived at MSU is very beneficial to this program. Being a camp counselor she knows the benefits of helping people on a daily basis. She is excited to learn from her mentee as she is helping them grow.
Marco. Marco is majoring in business management. Being an Eagle Scout, Nicholas is aware of the discipline it takes to be successful in college. He wants to instill strong academic morals into the peer mentees and witness them strive at the university level. Being a child on an international parent, he knows the importance of seeking help when needed. His goal is to expose the tutoring program to all mentees early in each semester.

Hannah. Hannah is a social work major. Sports are of extreme interest to Hannah, especially intramural sports. She is organizing the intramural program between the mentors and the mentees for the spring semester.

Garrett. Garrett is majoring in biomedical science. His experience in working and volunteering with the international population makes him a strong supporter for the program. His aspirations are to bring his experience and grow with his mentee while at MSU.

Angelo. Angelo is a civil engineering major. Being an international student himself, he sees the struggles many international students face when they come to America. He is passionate about starting a system where the international students can have a question and answer area in the program.
Brad. Brad majors in business management. His goal is to equip his peer mentee with the tools necessary for his success at MSU. He understands the importance of resources and the importance of academics. Regular study hours with his mentee will be extremely important for his success.

Faisal. Faisal majors in construction management and civil engineering. Bringing leadership abilities to his mentee will help in setting numerous goals in academics. Learning about the mentee and their likes and dislikes is extremely important. Also, being an international student, he enjoys mentoring students from other countries other than his home country.

Saw. Saw is a general business and general management double major. He enjoys hiking every weekend and being outdoors. This program has let Saw learn about many different cultures and the way the people react to new cultures. He enjoys going to eagle lake as much as possible.
Appendix E
Peer Mentor Application

International Peer Mentoring Program
Mentor Application

Contact Information
Full Name________________________________________________________
Date________________________
Phone__________________________________________________________
Email__________________________________________________________
Student ID#_____________________________________________________

Academic Information
Major & Minor___________________________________________________
GPA____________________________________________________________
Graduation Date__________________________________________________
Student Organizations_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

References
Two references: One business and one personal
Name_____________________________________________________________
Email_____________________________________________________________
Phone#____________________________________________________________

Name_____________________________________________________________
Email_____________________________________________________________
Phone#____________________________________________________________
Personal Statement on Being a Peer Mentor

In the space below, explain your goals for being a peer mentor and helping your peer mentee.

Leadership Experience

1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________
4. ________________________________________________________

Signature ________________________________________________
Date _______________
INTERNATIONAL PEER MENTORING PROGRAM
Confidentiality Statement

Mentors and mentees in the International Peer Mentoring Program should consider personal information shared between mentor and mentee to be confidential unless both the mentor and the mentee agree that the information can be shared and with whom it can be shared.

<table>
<thead>
<tr>
<th>Mentor’s Signature</th>
<th>Print Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentee’s Signature</td>
<td>Print Name</td>
<td>Date</td>
</tr>
</tbody>
</table>

Please return this signed form to the following:
Donell C. Murray 315B Breckinridge Hall Morehead, KY 40351
Appendix G
Sample Letter to Peer Mentees

Dear _____________:

Welcome to Morehead State University’s International Peer Mentoring Program (IPMP)! My name is _____________ and I am a student peer mentor matched up with you. I will help you learn about the Morehead community and anything else you may need/want to know. I am currently in my __________ year of college majoring in ______________.

I am very excited that you are going to be part of Morehead State University this semester! In addition to supporting you in your classes, our program will be working on ways to get you connected with faculty and staff members. Also, I will be helping you learn to be successful at Morehead State University, and of course have fun!

Please be sure to respond to this email as soon as possible, because this is used as your initial check-in with me this semester. I can be reached at the following email address ____________________________ or you can stop by Donell Murray’s office in Breckinridge Hall room 315B on the campus of Morehead State to get in touch with me. I am looking forward to meeting you!

Again, Welcome!

Sincerely,

________________________

________________________
Appendix H
Mentoring Partnership Agreement

INTERNATIONAL PEER MENTORING PROGRAM
Mentoring Partnership Agreement

Instructions: Use this agreement during your first week to agree on goals and objectives for this mentorship relationship. Set ground rules for your meetings, to decide on how to communicate and meet during the semester.

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

Goals:

Objectives:
1.

2.

3.

Meet regularly during the semester with our schedule being
We will meet _____ face to face, _____ by phone, _____ by email, _____ other (_______).
Our schedule for meetings will be:
Appendix I
Monthly Mentor Report

Monthly Mentor Report

Mentor Name_______________________

Mentee Name_______________________

How many times have you interacted with your mentee face-to-face this month?

More than 5 times
3 – 5 times
2 times
1 time
None
Other

How did you interact with your mentee electronically?

Email
Text Messaging
Facebook
WhatsApp
Snapchat
Other

Are there any issues or concerns?
Appendix J
Peer Mentor/Mentee Semester Summary

Semester_________________________________________________________

Mentor Name_____________________________________________________

Mentee Name_____________________________________________________

Date_________________________

Email____________________________________________________________

In the space below, please explain your academic and social experience within the semester.

Social Integration: Please explain all social activities you and your mentee participated in during the semester.

Academic Integration: Please explain all academic activities you and your mentee participated in during the semester.
Appendix K
IPMP Flyer

International Peer Mentoring Program

Program Mission
The mission of the International Peer Mentoring Program (IPMP) is to connect, engage, and retain international students at Morehead State University. To be the very best mentor, understanding the role is very important. Being a peer mentor in IPMP will bring not only academic and social interaction between both the mentor and the mentee. A mentee’s time here is transformed from uncertainty and endurance to growth and sustainability with the help of this program.

Becoming a Mentee
Any international student whether they are first-year, transfer or upper class students are eligible for this program.

Becoming a Mentor
To become a mentor, students have to have a strong desire to help international students succeed at MSU by enhancing and enriching students' opportunities to grow and learn. The following requirements must all be met:

- 18 credit hours at MSU
- Must have a 2.5 GPA or above
- Listen and encourage students to engrain in all resources for academic success.

The IPMP is open to all international students, coming from countries around the world to attend Morehead State University. Through IPMP, American and international students are able to challenge each other in knowledge and acceptance while helping all students grow. Mentors can walk mentees through the ins and outs of being an MSU student while boosting confidence and motivation. At the end of this IPMP journey, efficacy, skills and friendships can be made that could last a lifetime.
VITA

DONELL COCHRAN MURRAY

EDUCATION

May, 2003      Bachelor of University Studies
               Morehead State University
               Morehead, Kentucky

May, 2009      Master of Arts
               Morehead State University
               Morehead, Kentucky

May, 2013      Master of Arts
               Morehead State University
               Morehead, Kentucky

December, 2013 Education Specialist
                Morehead State University
                Morehead, Kentucky

Pending       Doctor of Education
               Morehead State University
               Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2011 – Present Instructor
               Morehead State University
               Morehead, Kentucky

2007 – 2011    Senior Enrollment Services Counselor
               Morehead State University
               Morehead, Kentucky

2005 – 2011    Recruitment Manager
               Spencerian College
               Lexington, Kentucky
2001 – 2003  Assistant Youth Services Director
Prestonsburg High School
Prestonsburg, Kentucky

1997 – 2001  College Recruiter
Pennsylvania Culinary Technical College
Pittsburgh, Pennsylvania

PUBLICATIONS


Murray, D., (2016). *Bridging Cell Phones With Education by Incorporating Celly in a College Classroom.* Kentucky Society for Technology in Education, Bowling Green, KY.