



Center for Inclusive Education: Community of Student Mentors Program (CSM)

Call for Mentor and Mentee Applications

Wednesday, September 02, 2009

The Center for Inclusive Education is now accepting applications for mentors and mentees who would like to participate in the Community of Student Mentors Program (CSM). The CSM program is an opportunity for senior level and entering graduate students in the same or similar academic programs to forge relationships centered on the sharing of experiential knowledge and support of one another in successful academic progression. Building on the successes of the previous AGEP Community of Science Mentors program (AGEP-CSM), the Community of Student Mentors program is expanded to include those graduate students in the humanities and social sciences who would also be interested in developing a peer to peer mentoring relationship with fellow graduate students.

A copy of the program philosophy, as well as applications for both senior level graduate student mentors and entering graduate student mentees are attached. Students interested in participating in this program should submit their **applications by Thursday, September 10, 2009 to:**

Toni Vicari

Center for Inclusive Education

Melville Library E-1340

Z=3387

Phone (631) 632-9560

Fax (631) 632-1837

Entering graduate students (particularly Turner Fellows) who are interested in participating in the Turner/AIM Mentors Program (TAMP) to serve as a mentor to an advanced undergraduate student should contact Toni Vicari for further information.

We are looking forward to having you as a part of this new, expanded mentoring community this year.



Center for Inclusive Education:

Community of Student Mentors Program (CSM)

Program Information

Peer mentoring programs have been documented as being successful in providing academic, professional and social support for doctoral candidates. For ethnically and economically underrepresented graduate students, feelings of isolation and anxiety are often augmented because of increased difficulty developing a connection beyond academic interests with their faculty advisors and fellow students, possibly the result of a lack in cultural and experiential commonality. For these students, participation in a mentoring program that links them with advanced level students in their particular discipline can be a successful component of a larger advisement strategy.

The concept of peer mentoring can extend beyond the building of relationships between graduate students to the forging of support networks between underrepresented undergraduate students and their graduate student counterparts. Such networks serve to encourage undergraduate students considering graduate study who may find it challenging to seek out ethnically or experientially similar faculty with whom they can build an advisor/advisee relationship. Simultaneously, graduate students participating in this type of peer mentoring become part of a larger goal of broadening the participation of minorities in graduate study and professional careers.

The new Community of Student Mentors (CSM) program will use these two concepts of peer mentoring to create a network of mentoring relationships that will connect graduate students to one another and undergraduate students to the pipeline towards graduate student and academic careers. Building on the successes of the SUNY AGEP Community of Science Mentors (AGEP-CSM) program, previously only available to students in the STEM disciplines, and the Turner-AIM Mentors Program (TAMP), linking undergraduate EOP/AIM students to Turner Fellows, the newly combined and expanded Community of Student Mentors program will provide underrepresented graduate students in all disciplines with the opportunity to forge peer to peer mentoring relationships and incorporate them into their larger advisement plan .

Incoming graduate students will be invited to participate in the program and, if they choose to do so will be carefully paired with a more senior level graduate student in the same or a similar field to serve as their mentor. Building on the previous guidelines of the AGEP-CSM program, these students will be required to meet a minimum of once per month to discuss experiences and milestones in their studies and graduate student lives. Both mentor and mentee will be required to submit monthly meeting logs documenting successes, challenges and concerns. Logs will remain confidential unless there is a question of emotional/personal safety of the student or fellow students, at which time the CIE reserves the right to share the information with the appropriate offices on campus.

Through voluntary participation in the TAMP program, incoming graduate students will have the opportunity to serve as mentor for an underrepresented undergraduate student in their field participating in the EOP/AIM program, providing encouragement and support as these students consider applying to graduate school. Again, both mentor and mentee in this relationship will be

required to meet a minimum of once per month and submit meeting logs that capture key aspects of their interaction and discussion.

A beneficial component of the CSM program is that mentors will receive a \$50 meal card from the Center for Inclusive Education for use in purchasing lunch/coffee when meeting with their mentee each month, as well as being in recognition of their efforts in serving as a mentor. Mentors will be required to return empty meal cards along with receipts for all meeting meals to the center at the beginning of the next month when mentor and mentee log sheets are also due. The use of meal cards for on-campus meetings provides a convenient and economically feasible way for our peer mentors to meet in person with mentees in a less academic, less formal atmosphere while still making the activity a part of the on-campus community. The meal cards can be used anywhere meal plans are accepted on campus (this includes: the SAC, Wang Center, the Hospital Cafeteria, and various food kiosks).

The Center for Inclusive Education will begin accepting applications this week and hopes to engage undergraduate and graduate students (ranging from new to advanced). Our goal is to make at least 10 matches per academic year and create a special mentoring community among program participants. We expect that our current luncheon funding can support this program for 2 years. At the end of the 2 years we will document and examine both the quantitative and qualitative success of the program in considering its continuation and future direction.

For more information Contact:

Toni Vicari

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PLEASE ANSWER THE FOLLOWING QUESTIONS:

TELL US ABOUT YOURSELF: WHERE ARE YOU FROM, WHAT YOU ARE STUDYING, WHAT ARE YOUR INTERESTS/HOBBIES?

WHAT DO YOU PERCEIVE AS A BENEFIT OF A MENTOR PROGRAM TO BOTH THE MENTOR AND THE MENTEE? WHAT DO YOU HOPE TO GAIN FROM YOUR PARTICIPATION IN THIS PROGRAM?

HOW DO YOU FEEL A MENTOR HAS, OR COULD HAVE, HELPED YOU? WHAT QUALITIES DO YOU BELIEVE MAKE A GOOD MENTOR? WHAT DO YOU FEEL YOU CAN OFFER A MENTEE?

WHAT EXPERIENCES HAVE YOU HAD WORKING WITH UNDERREPRESENTED STUDENTS?

MY SIGNATURE BELOW REPRESENTS THAT ALL THE INFORMATION I HAVE PROVIDED IS TRUE AND COMPLETE.

SIGNATURE

DATE

PLEASE ANSWER THE FOLLOWING QUESTIONS:

TELL US ABOUT YOURSELF: WHERE ARE YOU FROM, WHAT YOU ARE STUDYING, WHAT ARE YOUR INTERESTS/HOBBIES?

HOW DO YOU FEEL THIS MENTOR PROGRAM WILL HELP YOU? WHAT DO YOU SEE AS BENEFITS OF HAVING A MENTOR? WHAT DO YOU HOPE TO GET OUT OF THE MENTOR RELATIONSHIP?

IS THERE ANYTHING WE SHOULD CONSIDER WHEN MAKING YOUR MATCH (I.E. PREFERENCE OF GENDER, PROGRAM, ETC.)?

BY SIGNING BELOW, I ATTEST THAT ALL OF THE INFORMATION PROVIDED ON THIS REGISTRATION FORM IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE. I HEREBY COMMIT TO FULL PARTICIPATION IN THE COMMUNITY OF STUDENT MENTORS PROGRAM

SIGNATURE

DATE