

## **Tiered mentoring: Engaging students with peers and professionals**

### **Abstract**

This paper reports on the benefits of a tiered mentoring program (TMP) for upper year level students who were simultaneously involved as mentors of first year students and mentees of professionals in their field of study. The TMP was trialled across three schools at Griffith University and involved 19 upper level undergraduates, 21 first year students, and 19 mentors from relevant professional fields. Results indicated that a range of benefits for the upper level students from their dual mentoring experience. Of particular interest in the current study was whether the experience of being involved in one tier of the mentoring relationship enhanced the experience of being involved in the other tier. Indeed, results indicated that this was the case. Implications of the findings are briefly discussed.

### **Presenters:**

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Dr Jane Fowler is a lecturer in the School of Human Services at Logan campus of Griffith University. She is currently on secondment to the Griffith Institute of Higher Education to develop and implement support programs for students. Jane was a recipient of an AAUT in 2002 for the development of 'Common Time' an innovative and practical support program for first-year students. She is convenor of the professional skills stream of the undergraduate program in human services.

Dr Tammy Muckert is a learning adviser at Griffith University. She has been co-coordinating the Tiered Mentoring Program with Jane Fowler. Tammy's doctoral research investigated the efficacy of peer mentoring programs in assisting first-year students with the transition to university. This has developed and strengthened her interest in creating a supportive academic environment for undergraduate students.