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Global Perspectives on Undergraduate Peer Leadership

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Defining "Peer Leadership"

"Students who have been **selected and trained** to offer educational services to their peers. These services are **intentionally designed** to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals. Students performing in [*these*] paraprofessional roles **are usually compensated** in some manner for their services and are **supervised by qualified professionals**." (*Ender & Newton, 2000, 2010*)

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National Survey of Peer Leaders

- Pilot of National Survey of Peer Leaders in 2009
- 1,972 students responded to the survey
- Results garnered much interest
- Decided to make a more concerted data collection effort building on 2009 pilot

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2013 National Survey of Peer Leaders

- Formed a partnership among 5 leading higher education organizations with strong presence of peer leaders:
  - ACUHO-I
  - International Center for SI
  - NACA
  - National Resource Center for The First-Year Experience and Students in Transition
  - NODA

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2013 National Survey of Peer Leaders

- Second administration of the NSPL
- Characteristics and outcomes of peer leader experiences
- 49 institutions
  - March 26 – June 1, 2013
- 4,932 student peer leaders participated
  - 28.6% response rate

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2014-2015 International Survey of Peer Leaders

Peer Roles

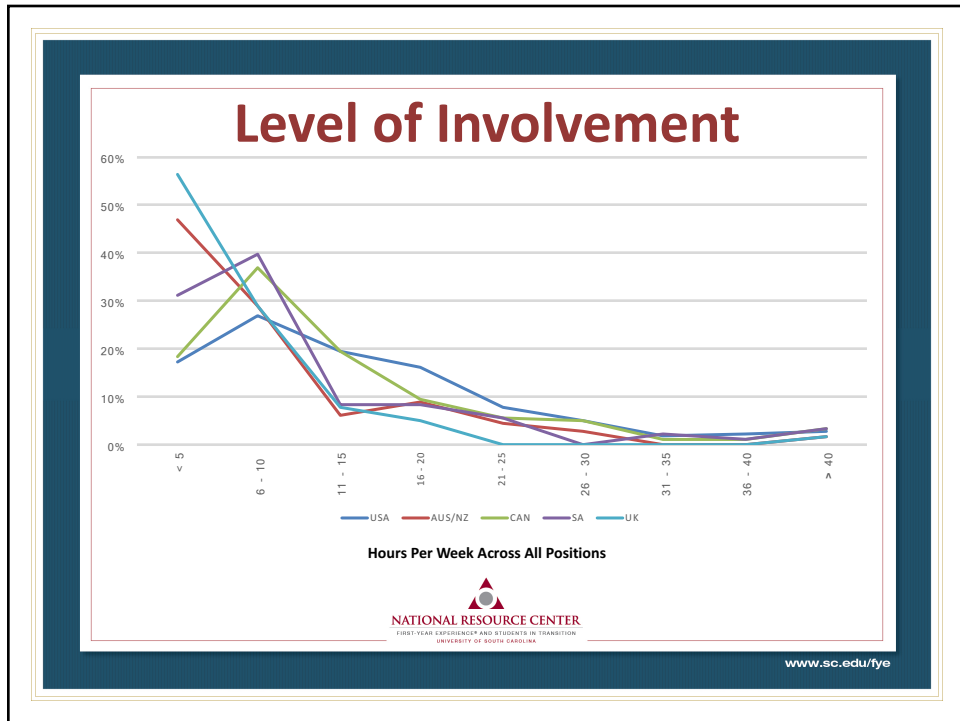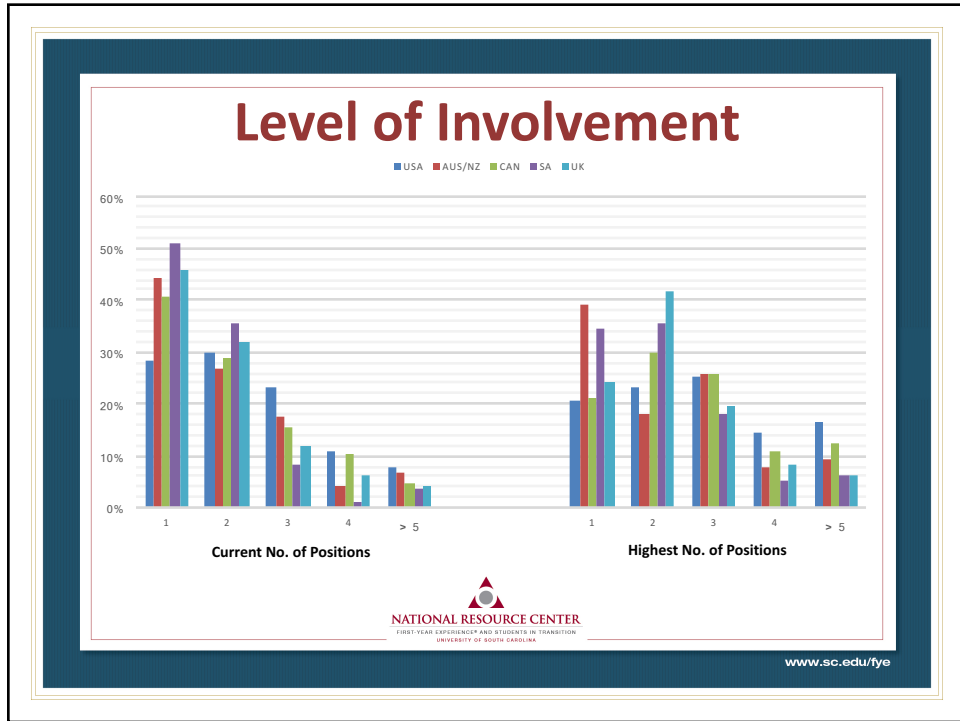# Most Common Peer Roles

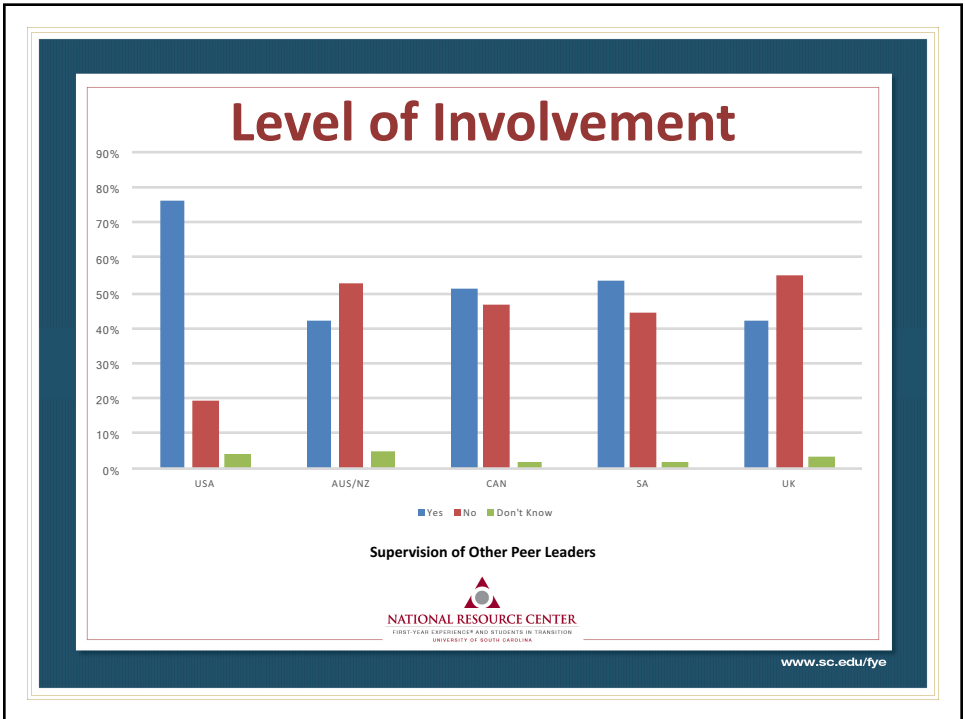| USA	AUS/NZ	CANADA	S. Africa	UK
Student clubs & organizations (44.5%)	PASS/PAL leader (48.8%)	Academic peer mentor (49.0%)	Peer tutor (62.4%)	PASS/PAL leader (47.8%)
Residence hall (28.9%)	Academic peer mentor (29.1%)	Student clubs, societies, or social organisations (38.2%)	Other academic peer leader (25.1%)	Course/ programme rep (29.2%)
First-year experience (28.6%)	Orientation (19.3%)	Campus activities (33.6%)	Academic peer mentor (23.4%)	Peer advisor, mentor, or tutor (24.0%)
Campus activities (28.5%)	First-year experience (18.0%)	Orientation (29.5%)	First-year experience (15.0%)	Admissions ambassador (17.7%)
Orientation (24.6%)	Student clubs, societies, or social organisations (16.4%)	First-year experience (27.0%)	SI Leader (14.0%)	Student union clubs and societies (15.3%)

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Who Are Our Peer Leaders?

	FYE/Orientation PL Role		Year in School	Gender
USA	1,634	33.1%	25.3% - 2nd 32.3% - 3rd 27.5% - 4th	26.3% - M 73.4% - F
Australia/New Zealand	67	22.2%	28.6% - 2nd 28.6% - 3rd 7.9% - 4th	23.8% - M 76.2% - F
Canada	192	31.5%	14.8% - 2nd 32.1% - 3rd 37.7% - 4th	16.7% - M 82.7% - F
South Africa	97	20.8%	20.3% - 2nd 29.1% - 3rd 13.9% - 4th	35.4% - M 63.3% - F
United Kingdom	62	13.6%	36.8% - 2nd 31.6% - 3rd 14.0% - 4th	43.9% - M 56.1% - F

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Level of Involvement

USA AUS/NZ CAN SA UK

Current No. of Positions   **Highest No. of Positions**

Level of Involvement

USA AUS/NZ CAN SA UK

Hours Per Week Across All Positions

Level of Involvement

Supervision of Other Peer Leaders

WHAT MOTIVATES PEER LEADERS?

Motivations

Help others

Personal development

Future goals

$

Create change

(*n* = 87)

Help others

Personal development

Desire to give back

Connection to institution

(*n* = 58)

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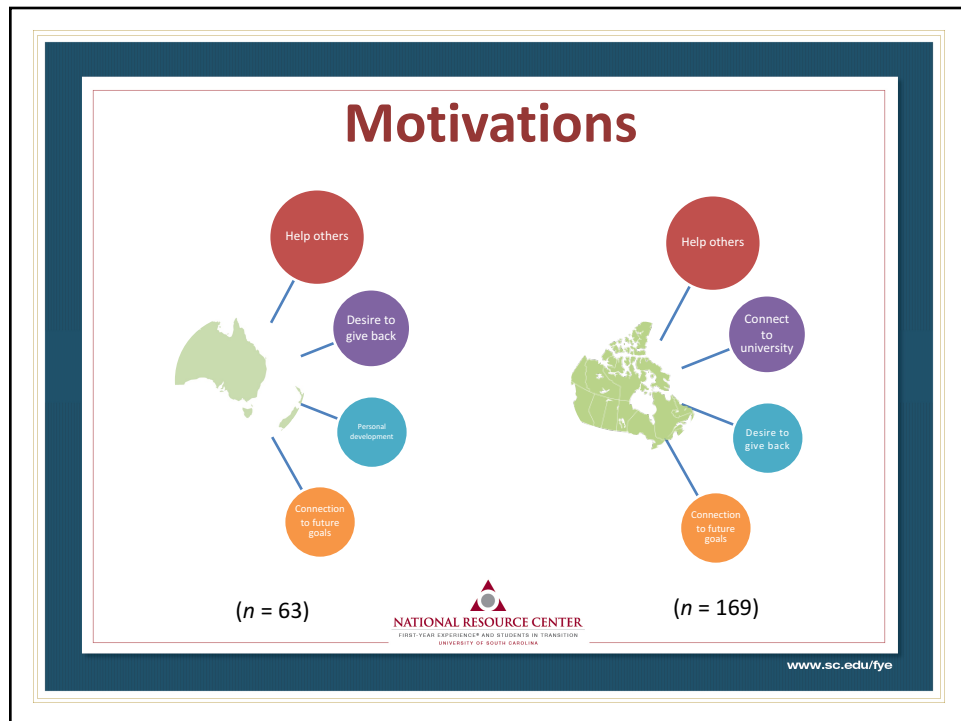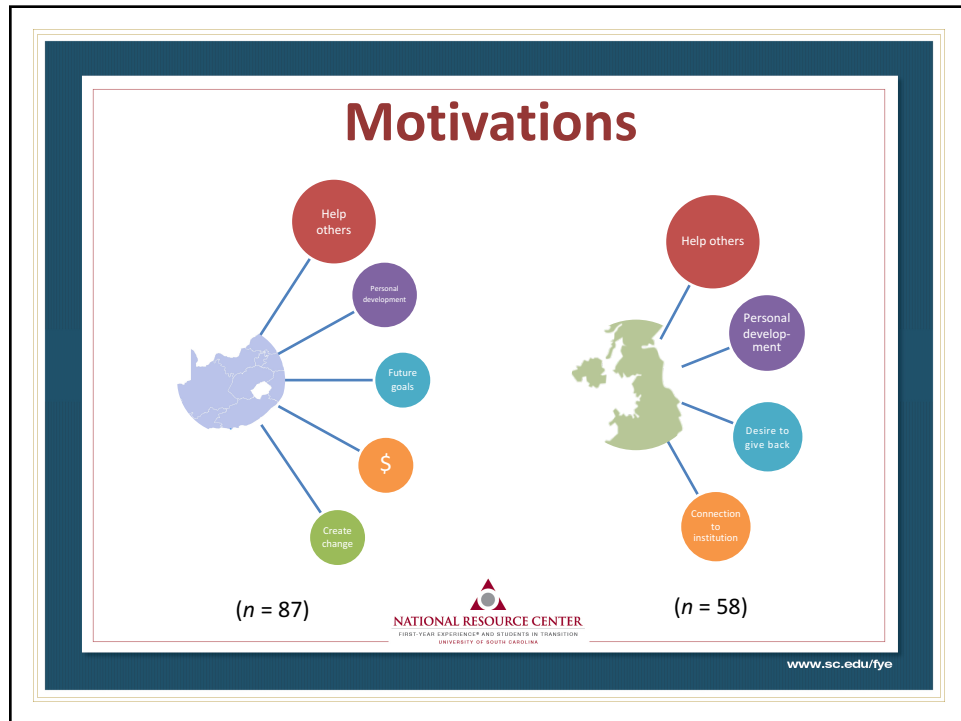
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WHAT ARE THE MOST IMPORTANT OUTCOMES OF PEER LEADERSHIP?

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Satisfaction

	USA	AUS/NZ	CAN	SA	UK
Dissatisfied or very dissatisfied	1.7%	1.6%	1.8%	1.2%	6.9%
Satified or very satisfied	92.8%	92.1%	91.6%	85.4%	82.8%
Absolutely recommend	82.1%	82.5%	82.6%	78.1%	63.8%

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Academic Skills & Engagement

	Increased or Greatly Increased				
	USA	AUS/NZ	CAN	SA	UK
Academic	40.2%	30.8%	35.1%	54.7%	28.3%
Critical Thinking	67.8%	50.8%	52.9%	80.7%	48.3%
Time Management	76.2%	58.5%	67.8%	68.6%	61.7%
Organization	74.9%	55.4%	63.8%	74.4%	75.0%
Written Communication	54.9%	53.8%	46.0%	62.8%	45.0%
Presentation	72.2%	49.2%	56.3%	74.4%	53.3%
Continous Learning	76.3%	53.8%	58.8%	67.9%	60.0%

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Academic Performance

	Increased or Greatly Increased				
	USA	AUS/NZ	CAN	SA	UK
GPA/Mark	20.0%	7.8%	13.8%	34.3%	13.8%
Credit hours completed	23.0%	6.3%	5.4%	22.0%	13.8%
Time to graduation	9.1%	4.7%	7.8%	18.3%	8.6%
Overall academic performance	25.9%	9.4%	16.2%	37.8%	19.0%

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Personal Development Skills

	Increased or Greatly Increased				
	USA	AUS/NZ	CAN	SA	UK
Project Management	76.1%	56.9%	66.1%	74.4%	65.0%
Leadership	89.8%	80.0%	83.3%	84.9%	78.3%
Teamwork	80.9%	67.7%	78.7%	79.1%	73.3%
Interpersonal	--	77.5%	74.7%	82.6%	66.7%
Problem solving	--	46.2%	56.3%	75.6%	48.3%
Decision making	--	60.0%	62.7%	81.4%	66.7%
Adaptability	--	64.6%	71.8%	84.9%	55.0%
Creativity	--	44.6%	53.5%	68.6%	51.7%

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Sense of Belonging

	Increased or Greatly Increased				
	USA	AUS/NZ	CAN	SA	UK
Interactions with faculty/teaching staff	79.1%	53.9%	50.0%	61.9%	56.7%
Interactions with staff	82.5%	56.9%	68.8%	63.1%	63.3%
Interactions with peers	85.0%	43.8%	80.6%	84.5%	75.0%
Sense of belonging	83.0%	78.5%	74.7%	70.2%	73.3%
Desire to stay at institution	74.0%	64.6%	60.6%	64.3%	61.7%
Contribution to campus community	--	92.3%	88.2%	71.4%	78.3%

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Global Learning/Diversity

	Increased or Greatly Increased				
	USA	AUS/NZ	CAN	SA	UK
Knowledge of diverse others	--	60.0%	71.8%	79.8%	55.0%
Interaction with diverse others	80.1%	58.5%	76.5%	82.2%	60.0%
Understanding of diverse others	78.8%	58.5%	70.0%	73.8%	56.7%

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Employability

	Increased or Greatly Increased				
	USA	AUS/NZ	CAN	SA	UK
Analyzing problems	69.9%	53.1%	57.2%	68.7%	52.5%
Innovative ideas	69.1%	50.0%	53.6%	71.1%	54.2%
Interpersonal persuasion	70.5%	59.4%	55.4%	62.7%	55.9%
Sharing ideas in writing	48.4%	45.4%	44.1%	65.1%	37.3%
Relationships with coworkers	83.0%	70.3%	70.8%	75.9%	69.5%
Ethical decision making	70.0%	51.6%	53.0%	73.5%	44.1%
Synthesizing information	76.2%	62.5%	66.7%	79.5%	54.2%
Applying knowledge	77.8%	54.7%	67.3%	71.1%	59.3%
Possibility for success in FT job after graduation	52.3%	40.6%	49.4%	63.9%	57.6%

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HOW DO WE REDESIGN PEER LEADER EXPERIENCES?

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High-Impact Practices

- First-year seminars
- Common intellectual experiences
- Learning communities
- Writing-intensive courses

- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service-learning, community-based learning
- Internships
- Capstone Courses and Projects

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High-Impact Educational Practices

1. expectations set at appropriately high levels
2. significant investment of time and effort
3. interactions with faculty and peers
4. experiences with diversity
5. frequent and constructive feedback
6. periodic and structured opportunities for reflection and integration
7. relevance through real-world applications
8. public demonstration of competence

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(Kuh & O'Donnell, 2013)

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Peer Leadership as a HIP

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Questions

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