# Peer Mentor Policies & Procedures

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Communication and Participation

Email Etiquette

1) Write a short but descriptive subject to provide a meaningful synopsis of your email content when composing a new email. For example, instead of putting “Hello,” “Question,” “Help,” or “Urgent” in the subject line, put “Rescheduling Appointment,” “Problems with Student,” or “Textbook Question.”

2) Click “Reply” or “Reply to All” (as appropriate) when responding to an email. Do not start a new email with a different email subject. This creates confusion and hassle in the long run.

3) Do not click “Reply to All” to respond to an email if your response is only directed at the original email sender, unless you are specifically instructed to reply to everyone for the sake of discussion. As a general rule, however, all discussions will take place in the Mentoring for Success Program Forum.

4) Include (quote) all related original and previous messages when responding to emails for easy reference and to avoid miscommunication and confusion IF you are still discussing the same subject.

5) Make sure your email content is still related to the subject when responding to emails. If you are changing topics, please make appropriate changes to the subject field or simply start a new email.

6) Address all questions raised in the email. If you do not have the answer or need more time, please at least acknowledge the question and let the person know you will get back to him or her on that at a later time. Do not simply ignore certain questions.

7) Address your students by their first names. “Sign” your name at the end of your email. Remember to use your Mentoring for Success Program signature (refer to the “Quick Start Guide” document for the template).

8) Make sure you avoid having multiple signatures being added to the bottom of emails unintentionally.

9) Please refer to Professionalism section and the “Quick Start Guide” document for more information on the WMU Writing Guide.

10) If you know that your computer is not working and/or your Internet will be down for an extended period of time, please inform the Mentoring for Success Program administrative staff and your students immediately. Likewise, if you know there is something wrong with your phone, please use email to inform the program administrative staff and your students immediately. NOTE: “My computer/Internet/phone wasn’t working” is not an acceptable excuse for not maintaining contact with the program administrative staff or your students. If all else fails, show up in person at the office.

11) If you email someone with a question or to suggest a meeting date and time, please follow up and follow through with that person. Do not assume that since you are no longer interested in pursuing the matter or could not check your email that the issue would no longer need attention.
12) If you check your email on your phone, please remember to mark an email message as unread if you are unable to read the whole message or respond to the email at that time. Go back to that email when you have access to a regular computer.

**Frequency and Timeliness of Response**

1) Check and respond to emails and the Mentoring for Success Program Forum and update your Webmail Plus calendar at least every other day (four times a week).
   i. The days will vary from individual to individual depending on each person’s schedule, e.g.:
      a. Peer Mentor A – Monday, Wednesday, Friday, and Saturday
      b. Peer Mentor B – Tuesday, Thursday, Saturday, and Sunday
   
   ii. You must select four days and there must be no more than a one-day gap between days. Set aside specific times each day to check and respond to emails. Please add this to your Webmail Plus calendar and email the Mentoring for Success Program assistants for approval by the first week of the semester/session or after hire. It is acceptable to make approved changes to this schedule later on.

2) It is not necessary to show up in person to “respond” to emails or forum posts. Due to the structure of the program, most communications will take place in cyberspace.

3) Be realistic when checking your email and the Mentoring for Success Program Forum and logging hours for checking your email and the Mentoring for Success Program Forum. For example, there is no need to log in every day, spend one minute looking at your inbox or the forum topics, log out, and log 15 minutes on your time sheet if you do not even have a student assigned to you, do not have an ongoing forum discussion, or when the University is not in session. You will not be paid for checking your email or the Mentoring for Success Program Forum on non-required days if you do not actually have anything productive accomplished. Here are the exceptions:
   i. If, however, you have to handle a high volume of email every day or have students with whom you meet on a daily basis, it is perfectly fine for you to check and respond to your emails on the non-required days. You will be compensated accordingly.
   
   ii. At the beginning of your employment, you may spend a significant amount of time going through all forum topics and responses to each topic. It is important to post your response to these topics, even if the response is simply “I have read and understood this,” so that the program assistants will be able to see that you have spent as much time on the forum as stated in your time sheet.

4) All emails and forum topics that require a response must be responded to within two (2) days unless otherwise instructed. All assigned tasks must be completed by the given deadline through an email response or forum post unless otherwise instructed.
   i. An email or forum topic that requires a response will usually include at least one question, a deadline for task completion, or a statement asking you to confirm an appointment. Usually, if your response to an email or forum topic is simply, “Thank you” or “Okay,” no response is required unless otherwise stated. When in doubt, simply respond to the email sender or original poster.
ii. If you do not yet have an answer within two days or are unable to complete a task by a given deadline, respond to the email or forum topic stating that additional time is required and provide an expected response or completion date. Do not simply ignore the email or forum post – the sender or poster is awaiting your response AND you may forget about the email or forum post later on.

5) Refer to the “Time Sheet Instructions” document for information on how to log hours spent on emails.

Contacting Students

Initial Contact

1) You must contact a student by email within two (2) days of assignment (receiving the automated email from the Mentoring for Success Program Student Database). Follow up with a phone call if necessary. Do not send a text message to initiate a meeting.

2) For detailed, step-by-step instructions for how to log in to, navigate, and update the database, as well as how to retrieve student contact information, please refer to the “Database Instructions” document.

3) For detailed, step-by-step instructions on how to review student application and needs assessment forms in preparation of your first meeting, please refer to the “Mentoring for Success Program Application Form Review: Peer Mentor Guide” document.

4) For the email template, please refer to the “Quick Start Guide” document.

5) Contact each student individually even though you may be setting up a group tutoring session for multiple students. You may only set up group tutoring for students who are taking the same course.

6) If a student refuses to meet in a group even though you think it would be necessary and beneficial, refer the student to the program assistants.

7) The Mentoring for Success Program assistants reserve the right to re-assign your student to another peer mentor without notice if you fail to contact the student within three (3) days of assignment. Inform the program assistants immediately if for some reason you would be unable to tutor a student. Refer to the Establishing Relationships with Students – The Student Assignment Process section for more information.

8) Keep in mind that some students may prefer email communication, while others may respond better to phone communication and may not check their email often. There is also the possibility that your email could end up in the junk mailbox.

9) As a general rule, the first communication attempt should be done by email. If you do not hear back from a student after two (2) days, follow up with a phone call. Do not send your student a text message as some people may not have free or unlimited texting. Refer to the next section (Setting Appointments and Maintaining Contact with Students) for exceptions.

10) Make sure you use a student’s WMU email first to contact the student. Students are required to use their wmich.edu email addresses as their primary email address. If that does not work, then try his or her secondary email address, if one is provided, or call him or her. When in doubt, use both email addresses AND call the student.
11) Copy (not forward; use CC, not BCC) your assigned TAC liaison on ALL emails to your students. If you do not have an assigned TAC liaison at the moment, copy one of the TAC co-chairs until a TAC liaison has been assigned to you.

12) If you do not hear back from a student after your initial attempt to contact the student by phone and email, wait three (3) days before attempting to contact the student again. It is stated in the student agreement that a peer mentor will contact him or her within two (2) days of assignment.
   i. At your second attempt, mention that this is the second time you are attempting to contact him or her and that if you do not hear back from him or her within the next three (3) days, you will attempt to contact him or her again. Make sure you copy your TAC liaison on your email communications to/with the student.
   ii. At your third attempt, be sure to mention that this will be the last time you try to contact him or her, but let him or her know that he or she can still contact you later when/if he or she is ready, but that your availability cannot be guaranteed. Specify that priority will be given to your active students at that point. Again, copy your assigned TAC liaison on the email.

13) If you wish to contact a student again after the initial three attempts, wait two weeks before following up with the student. **Remember:** You must contact each student at least three (3) times at the beginning.

14) Include your communication attempts in each student’s activity log on the Mentoring for Success Program Database (refer to the “Database Instructions” document).

**Setting Appointments and Maintaining Contact with Students**

1) If you have emailed several students to set up a group tutoring session, wait until you have heard back from everyone to reply to all the students at the same time with your proposed meeting times. Only start one-on-one tutoring if you cannot find a mutually available time for all the students in the same course.

2) Only set up meetings with students who have been officially assigned to you (i.e., they show up on your student roster in the database report) unless otherwise instructed by the program assistants. Please refer all unassigned students who have attempted to set up a meeting with you to the program assistants. Refer to the **Establishing Relationships with Students – The Student Assignment Process** section for more information.

3) Make your expectations and availability as clear as possible to your students. List only times you would be available to meet as some students may be confused when provided with two sets of times (available and not available). Make sure your student is aware of the meeting date, time, and place you have suggested and/or agreed upon. Always confirm a meeting with your student, either by email or by phone.

4) Remind your students that per their student agreement, three (3) no-show no-calls or last-minute cancellations (less than one hour’s notice) within a semester, even if they are non-consecutive and with different peer mentors, will result in the termination of services for that semester.
i. In reality, we do not actually want to completely terminate services because that would lead to complaints from students, regardless of the circumstances. Oftentimes, they will complain to their friends or advisors, professors, supervisors, etc. from another department and there is very little we could do to contain the situation.

a. Therefore, when and if a student has had three no-show no-calls or last-minute cancellations, send the student an email saying that services will be suspended. Leave the door open but also leave a disclaimer.

b. This also applies to students who are inconsistent and do not seem to take advantage of what the program has to offer, i.e., only want to meet right before an assignment is due or an exam, frequently non-responsive, etc.

c. Use the template in the “Quick Start Guide” document and make sure you copy the program assistants, your TAC liaison, and any other peer mentors assigned to the same student.

5) Make sure you communicate your limits and intentions clearly with your students to minimize misunderstanding and frustration for both parties. Do not provide vague answers or make promises you know you cannot keep. Be realistic. For example:

i. If you know your class ends at 3:50 p.m. and your student asks if you could meet him or her at 4 p.m. across campus, please do not tell your student, “I’ll try to make it.” Instead, suggest meeting at 4:30 p.m. or on another day.

ii. If you know you will be going out of town during the weekend, please do not tell your student, “We can meet on Sunday if you need to. Just call me.”

6) Discuss your personal preference regarding text messaging with your students early on. Only use text messaging as a form of communication if it is mutually agreeable to both parties and only after you have established a good relationship with your student. Make sure you let your students know if you are unable or unwilling to accept text messages. As a general rule, use email instead of text message to communicate with your student so that you can copy your TAC liaison.

7) When making last-minute (within 24 hours) changes to your appointments (rescheduling or cancelling), please do not rely on emailing or texting. There is a chance that your student may not get your message in time. Call your student instead and make sure you get a confirmation from your student. Leave a voice message if necessary.

8) Please inform all your active students ahead of time if you plan to go out of town during the weekend so that your students will not assume that they can reach you to set up a last-minute meeting during the weekend, especially if you have met on the weekend before.

Contacting Mentoring for Success Program Administrative Staff

1) Due to the structure of the program, you do not have regular office hours and office space, do not meet with your supervisors often, and do not meet regularly with your colleagues throughout the semester or session. Thus, it is very important that we keep in touch regularly by email or by phone and to participate regularly in the Mentoring for Success Program Forum. Your work schedule will be loosely guided by your Webmail Plus calendar. Please see the Work Hours – Availability section for more information.
2) Refer to the **Communication and Participation – Frequency and Timeliness of Response** section for information on how often you are expected to check and respond to your emails.

3) Direct your questions, comments, and/or requests to the appropriate staff member:
   
   i. Program assistants: Time sheets; paychecks; student reassignment requests; star-shaped one-hole puncher, Mentoring for Success Program reward card, and organizer padfolio checkouts and returns; extra copies of Mentoring for Success Program documents; and reward item redemption appointments.
   
   ii. TAC liaisons or TAC co-chairs: Interpretation of policies, suggestions for policy changes, tutoring-related questions, database use, understanding and locating Mentoring for Success Program documents, Webmail Plus calendar use, and Mentoring for Success Program Reward Program administration. Alternatively, you may post your question in the Mentoring for Success Program Forum.
   
   iii. Proficiency area group leaders: Subject-specific questions or suggestions and group meetings. Alternatively, you may post your question in the Mentoring for Success Program Forum.
   
   iv. Program director: Time off requests, bi-weekly meeting scheduling, and any other issues not listed above.

4) Textbook and supplemental learning material requests must be made through the Mentoring for Success Program Forum in the “Requests and Support” sub-forum. The program director will then contact you to either schedule a time for you to check out the items or let you know that a purchase request had been submitted to the department to purchase the items. Please do not email the program director to submit your requests.

5) You are **required** to meet with the program director and a program assistant on a bi-weekly basis for a periodic performance review during the fall and spring semesters. Please see the **Work Hours – Bi-Weekly Performance Review Meetings** section for more information.

6) Schedule all appointments at least **48 hours in advance**. The program director and program assistants reserve the right to grant or deny requests for last-minute (less than 48 hours in advance) appointments.

7) Avoid drop-ins if possible and please call or email ahead if you must drop in. While the program assistants have regular office hours that are posted on the Mentoring for Success Program Office Webmail Plus calendar and the program director is typically in the office every day during regular office hours, occasionally their office hours may change slightly and they may have meetings scheduled throughout the day. It is in your best interest to schedule an appointment or at least call or email ahead.

8) Please provide **at least three (3) day/time options** when setting appointments to minimize the need to email back and forth trying to find another day/time if the only day/time you have provided does not work for the other person. You may state your preferences and they will be considered, although an appointment within your preferences cannot be guaranteed.

9) Forward all emails from students who have declined services and/or who have informed you that they would not be needing help until later on in the semester to the program assistants. Copy your assigned TAC liaison on the emails.
10) Immediately inform the program assistants if you noticed that a student’s contact information in the database is incorrect or has changed so that the student’s contact information can be updated. Similarly, if a student informs you that his or her contact information has changed, inform the program assistants immediately.

11) In general, avoid calling the program director or program assistants on their cell phones. Their office phone numbers are listed on the Mentoring for Success Program website as well as in the “Quick Start Guide” document.
   i. If you are not able to reach them during their regular office hours, please leave them a message or send them an email.
   ii. There are a few exceptions to this rule. In the following situations, it is acceptable or even necessary for you to call the Mentoring for Success Program administrative staff:
      a. During an off-site Mentoring for Success Program or DMA event (in which you are participating) such as campus visits, conferences you are paid to attend, staff meetings or training sessions at the Bernhard Center or another campus location, etc. You may call the program director or the program assistants if you encounter any problems getting to or during the events.
      b. After hours or on the weekend when Ellsworth Hall would normally be locked but there is a staff meeting, training session, or other Mentoring for Success Program or DMA event scheduled. You may call the program director or the program assistants if you encounter any problems getting to the meeting.
      c. When in direct contact with your students, if an issue comes up that requires the immediate attention of a supervisor, first call your TAC liaison. “Direct contact” is when you are communicating with a student with small delays between responses, e.g., when talking in person or on the phone. If your TAC liaison is unavailable or unable to address the issue, then contact the program director. The program director’s cell phone number can be found in the Mentoring for Success Program Forum. In the unlikely event that the program director cannot be reached, please contact the Director of DMA, whose phone number can also be found in the Mentoring for Success Program Forum. Please save both phone numbers to your contact list.
      iii. If there is a medical emergency or an immediate threat to your personal safety, please call 911 or the WMU Police at (269) 387-5555.

12) Keep the program director updated at all times. Communication is the key! It is perfectly reasonable to ask for some time off if you realize you have too many students, got sick, need a week off to study, are going out of town for a few days, etc. – just inform the program director before you decide to take time off and proceed to disregard all email and phone communication attempts by Mentoring for Success Program staff. Remember: Like you would at a regular job with regular office hours, request time off before taking time off. Please refer to the Work Hours – Requesting Time Off section for more information.
Mentoring for Success Program Forum
(For detailed information on the general guidelines and forum rules as well as step-by-step instructions for how to access and navigate the Mentoring for Success Program Forum, please refer to the "Mentoring for Success Program Forum Instructions" document.)
Establishing Relationships with Students

The Student Assignment Process

1) A student must apply to become a Mentoring for Success Program participant before he or she can receive tutoring and mentoring services. Returning students must apply again every new semester or session.

2) As a reminder, you may only mentor students who have been assigned to you. If a student contacts you directly to request help and/or try to set up an appointment, refer the student accordingly.
   i. If the student is new to the program, refer the student to our website and ask that the student complete the application process. Let the student know that he or she may request you as a mentor but that it cannot be guaranteed.
   ii. If the student is a current participant who is assigned to another peer mentor but not to you, refer the student to the program assistants for assistance.
   iii. If the student is assigned to you but would like your help with another course and you are able to help the student, email the program assistants to inform them about this.

3) The program assistants will make all final decisions on peer mentor-student assignments. A student may request a particular peer mentor, and while we will do our best to accommodate such requests, we cannot guarantee that they will be granted.

4) Most of the time, you will receive a notification from the Mentoring for Success Program Student Database in the form of an automated email sent to your WMU email when a new student is assigned to you. Unfortunately, there is a glitch in the system that cannot be fixed. To be on the safe side, you should log in to the database on a daily basis at the beginning of each semester to see if any new students have been assigned to you, as once in a while, you may not get a notification. You can retrieve your student’s contact information from the database and start contacting the student. Also check your shared folder in the Mentoring for Success Program Office’s Webmail Plus cabinet for the student’s completed application form. Refer to the following for more information or additional resources:
   i. The “Database Instructions” document.
   ii. The Communication and Participation section for more information on how to contact students and set up appointments.
   iii. The "Quick Start Guide" document for a sample introductory email to your students and email signature guidelines.
   v. Course syllabi may be requested from professors if necessary. Please contact your TAC liaison for assistance if needed.
5) You must contact a student within two (2) days of assignment (i.e., receiving the automated email from the Mentoring for Success Program Student Database).

6) You cannot add, drop, or trade students without prior approval from the program assistants.
   i. If, for some reason, you have decided you cannot or do not want to work with a student to whom you have been assigned, email the program assistants immediately and explain your situation in detail. Depending on the situation, you may be instructed to contact another peer mentor directly to arrange the transfer.
   ii. You are responsible for communicating with your student about your decision and walk him or her through the process. That student remains your responsibility until the transfer has been approved and the student has been officially assigned to another peer mentor.

7) You may not volunteer to mentor a student as a Mentoring for Success Program peer mentor without pay. According to the Fair Labor Standards Act (FLSA), a person cannot be both a paid employee and an unpaid volunteer performing essentially the same type of work for which he or she is regularly employed. Please refer to the FLSA website (http://www.dol.gov/esa/whd/flsa) for more information. Also refer to the Work Hours – Student Employment Policies section and the Student Employment Policy on the Career and Student Employment Services (CSES) website (http://www.wmich.edu/career/campus) for more information on student employment policies on our campus.

8) As a general rule, you will not be assigned to mentor your friend or relative unless it is absolutely necessary, i.e., there is no other peer mentor who can tutor the subject. Please refer to the Work Hours – Student Employment Policies section for more information.

The Tutoring/Mentoring Environment

1) While you should try your best to accommodate the needs of your students by keeping your schedules flexible and meeting them when and where it is most convenient for them within limits, for safety and liability reasons, we strongly discourage you from meeting with a student one-on-one in a private space, such as a student’s bedroom, apartment, or house.

2) You do not have to go out of your way to accommodate a student’s every request, especially if the request is unreasonable and/or by fulfilling that request, you are creating an environment that is not conducive to student learning and development. Use your best judgment. When in doubt, check with your TAC liaison or the program assistants.

3) Choose a location that keeps distractions to a minimum. You also want to maintain an academic setting. Meeting places such as the study lounge in the Bernhard Center, the Waldo Library, a common study area in a residence hall, etc. are recommended.

4) Make sure you choose a table that is large enough to accommodate the activities you and your student(s) will be doing. To encourage open, two-way communication, try to sit side-by-side with your student. If you are tutoring small groups, make sure everyone is in a circle that promotes equal opportunities to participate.

5) Keep in mind that it can be intimidating for a student to come to the session and/or meet a peer mentor for the first time. Allow some time to get to know each other. Students seek help for a variety of reasons. Your first goal should be to try to understand what a student’s specific problem is or what his or her goals for peer mentoring may be. Know your students’
strengths and weaknesses. Listen carefully. Give them your undivided attention while you are mentoring and tutoring them.

6) To avoid misunderstanding and disappointment, always let your students know how much time you have together. This should be done at the start of each session. If a student would like to cover more than what can be covered within the time allotted, you should help the student prioritize so that the most important concerns are covered first. Do not rush through sessions due to poor planning on your part.

7) Every student has a different learning style and a different attention span. Some students prefer to study for a long period of time while others cannot concentrate for more than an hour at a time. DO NOT, under any circumstances, force a student to continue studying if he or she is no longer able to do so.

8) Plan eating times that do not interfere with your meeting times. Drinks are generally acceptable, but food is not. If your student eats in front of you, politely ask the student to either finish eating before starting the session or to eat after the session.

9) If you run into a student who is assigned to you (when you are not there for a scheduled meeting) and the student wants to ask you “a few quick questions” related to a class you are already tutoring the student in, you do not have to answer the student’s questions. Such drop-in tutoring sessions may be honored at your discretion, but we do not want to encourage students to do this or convey the message that this is the norm.
   i. If you choose not to answer the student’s questions, politely remind the student of the student agreement that he or she has signed when applying to the program. Offer to schedule a meeting with the student to go over the questions.
   ii. If you choose to answer the student’s questions, make sure you remind the student that you are making an exception and will not do it again. Only go over the questions and solutions briefly and do not spend as much time during this session as you would a regular session.
      a. If you have the student’s Sign-In Log with you, have the student fill it out like he or she would during a regular session.
      b. If you do not have the student’s Sign-In Log with you, follow the appropriate procedure to document this meeting. Refer to the Documentation and Record-Keeping – Student Sign-In Log section for more information.

10) If your student shows up with a friend and asks you to help his or her friend:
   i. Politely inform them that you are only authorized to help the student to whom you have been assigned.
   ii. Encourage the student’s friend to apply and put in a request for group tutoring with you as the peer mentor if that is what his or her friend wants.
   iii. Only allow the friend to stay if he or she agrees to remain a silent/passive observer for the remainder of the session and for that session only.
   iv. Do not allow the friend to stay a second time. Politely inform your student that you would have to reschedule the session if his or her friend does not leave.
v. Refer to the previous section (*The Student Assignment Process*) for more information.

### Setting of Goals and Agenda

**Student Learning and Development**

1) Your goal as a peer mentor is to help your students develop intellectually, professionally, culturally, and personally during their college career by providing resources to enhance their education and college experience. Through the tutoring and mentoring processes, your students will learn to become independent, confident learners and develop good study habits and time management skills.

2) All students have to sign the Mentoring for Success Program Student Agreement when they fill out their application forms. It is a list of expectations for the student and your rights as a peer mentor. Make sure you are aware of all the terms outlined in the agreement. A condensed version of this agreement can also be found on the last page of the Individualized Success Plan (ISP).

3) When conducting group tutoring, explain to your students during the first session that if a particular student misses a meeting, you, the peer mentor, are not obliged to repeat the content of the missed session at a separate, one-on-one meeting.

4) For your student’s sake and the sake of your own well-being, do not take on responsibility beyond your ability.

   i. If you have been assigned to be a peer mentor to a student and then realize early on that you are not equipped to academically, physically, or mentally tutor the student in that particular class or subject, please inform the program assistants immediately.

   ii. If you are primarily helping a student understand the course content and are not equipped to help the student proofread a paper, refer the student to the Writing Center or ask the program assistants to assign an extra peer mentor to the student for that purpose.

   iii. For more information on how to refer students who need counseling, please refer to the “Quick Start Guide” document.

5) You are strictly prohibited from engaging in behaviors and creating an environment that is not conducive to student learning and development.

   i. You **must not** under any circumstances do homework or complete take-home exams for your student. This is considered cheating and could result in the expulsion of both the student AND you. Furthermore, every time the student cheats, he or she is not learning skills and lessons that could be important later on. You may assist your student with his or her assignments by giving him or her examples as well as providing concepts and formulae, but you should never complete the assignments for the student.

   ii. Refer to the *Professionalism – What Not To Do* and the *Professionalism – Academic Honesty* sections for a detailed list of guidelines.
Individualized Success Plan (ISP)

1) Please complete an ISP with each student, preferably during your first meeting. This document is downloadable from the Mentoring for Success Program website on the Peer Mentor Resources page.

2) The ISP may be completed with each student as a group event during a group session.

3) It is your responsibility to fill out an ISP with your students, explain the purpose of the ISP to your students, and make the process interesting to them.
   i. Do not simply give the ISP to your students without proper explanation and tell them to fill it out on their own. The ISP is a goal-setting instrument for both your student and yourself, so it is crucial that you go through the process of filling out the ISP together.
   ii. Do not fill out the ISP for your students. You should go through the ISP with your students, but they are the ones who should be writing, not you, unless your student has a disability that requires the assistance of a scribe.

4) You are required to inform and strongly encourage each student to fill out an ISP. In the event that a student has declined vehemently to fill out an ISP, you must log so accordingly in the student’s activity log.

5) If a student has already filled out an ISP with another peer mentor as indicated in the student’s activity log, request a copy of the ISP from a program assistant. You do not need to fill out another ISP with the student unless you think the goals should be vastly different for the particular subject you are tutoring.

6) When filling out the ISP, make sure your student understands the terms and conditions outlined in the Mentoring for Success Program Student Agreement. It is a list of expectations for the student and your rights as a peer mentor. All students have already signed this agreement during the application process. Reiterate the terms and conditions of the Mentoring for Success Program Student Agreement with the student.

7) Do not forget to add the “Development of ISP with peer mentor” activity to the student’s activity log. Even if all you did during the meeting was complete the ISP, you still have to add this activity AND “Meeting between student and peer mentor” to the activity log.

8) DO NOT detach any pages from the ISP. Bring the completed ISP to the program director for signature, after which two copies of the ISP will be made for you. Keep one copy and give the other copy to your student. Refer to the ISP throughout the semester to see if your student is achieving the established goals or following the weekly planner.

9) At the end of each semester/session, you can look up your students’ final grades on the Mentoring for Success Program Student Database to see if your students have met their established GPA goals for the semester/session.

Mentoring for Success Program Reward Program

(For an overview of the Mentoring for Success Program Reward Program and detailed information on how to administer the Mentoring for Success Program Reward Program, please refer to the “Mentoring for Success Program Reward Program” document.)
Documentation and Record-Keeping

Filling out Forms
1) When filling out forms such as the ISP and Student Sign-In Logs with your students, make sure all required fields are filled out properly. Make sure your name as well as the full name and WIN of your students are on the forms.

2) This will demonstrate to your students that you have good work habits, pay attention to detail, and are able to follow basic instructions.

3) Incomplete or incorrectly filled out forms may be returned to you without the appropriate signatures. Please prevent the unnecessary delay of services to your students due to your negligence.

4) Use only black or blue pens. Do not use any other colored pens and do not use pencils, permanent markers, or any other writing tools.

Student Sign-In Log
1) Ask your students to fill out a Student Sign-In Log each time you meet with them so that you can get paid for the times you spent mentoring the students. The logs must be filled out entirely by your students, with the exception of your name, reward card number, and reward points. The times logged must be the actual arrival and departure times of your students.
   i. The student must sign in upon arrival and sign out before departing. Do not forget to have the student sign out.
   ii. If a student needs to make some corrections to the Student Sign-In Log, have him or her cross out the incorrect information and put his or her initials next to the crossed out information.
   iii. If you forget to bring a student’s Sign-In Log to a meeting, have your student write down the information on a blank piece of paper. Bring the paper with you to the next meeting and have the student transfer the information to the actual Student Sign-In Log.

2) When conducting a group session, make sure that each student has his or her own Student Sign-In Log.

3) Please make sure that the hours logged on your time sheets (although the hours will be rounded up or down; please see the “Time Sheet Instructions” document for more information), activity logs, and Webmail Plus calendar match those on the Student Sign-In Logs.
   i. If a student “offers” to put extra time on the Student Sign-In Log so it would appear that you have worked more hours, politely but firmly decline and explain the reason this is wrong and unethical. Be an ethical role model to your students.
4) Make sure you have enough copies of the Student Sign-In Log printed out at all times to eliminate any problem associated with last-minute printing needs. Print double-sided so that if an additional page is required for a student, you will not require an additional sheet of paper.

5) Do not staple multiple students’ Student Sign-In Logs together. This could be a potential breach of confidentiality.

6) Bring all Student Sign-In Logs to your regular bi-weekly meetings for the program assistants or budget analyst to review before you meet with the program director, even if you have not met with all your students within the last two weeks. You must show the Student Sign-In Logs to the program assistants or budget analyst to obtain a set of initials next to the last meeting date every two weeks.

7) Turn in all fully filled out Student Sign-In Logs to the office as soon as they are fully filled out. Do not wait until the end of the semester/session.

8) Turn in all Student Sign-In Logs of students who have declined services to the office as soon as the students have declined services. Do not wait until the end of the semester/session.

9) Turn in ALL Student Sign-In Logs (even those that are not fully filled out) to the office at the end of every semester/session or if you are leaving the Mentoring for Success Program.

Activity Logs on the Database
(For detailed policies and expectations, step-by-step instructions for how to log in to, navigate, and update the database, as well as how to retrieve student contact information, please refer to the "Database Instructions" document.)

Time Sheets
(For detailed policies and expectations as well as step-by-step instructions for how to fill out and submit time sheets correctly and in a timely manner, please refer to the "Time Sheet Instructions" document.)
Peer Mentor
Policies & Procedures

Work Hours

Student Employment Policies

1) Per Mentoring for Success Program policies, as a general rule, you are not permitted to work more than the maximum number of hours you have indicated you would work or the number of hours prescribed by the budget analyst. This is subject to change and is determined based on the program budget, the number of students you have been assigned, and the average number of hours a peer mentor for a particular subject spends tutoring each student. Any exceptions must be justified to and pre-approved by the program director. NOTE: Violation of this policy may result in immediate termination without notice.

2) Additionally, you must abide by the employment policies set forth by Career Student and Employment Services (CSES), the University, the Department of Homeland Security (DHS), the Fair Labor Standards Act (FLSA). The Mentoring for Success Program does not have the authority to make exceptions for you. NOTE:

   i. Full-time enrolled international students may work up to 20 hours per week (for all on-campus jobs combined) on campus during the fall and spring semesters per DHS regulations.

   a. During the fall and spring semesters part-time enrolled or non-enrolled international students are considered out of status and may not work on campus, with the exception of students in their graduating semester.

   b. There are slightly different employment eligibility criteria depending on whether an international student is on F-1 or J-1 visa. Please refer to the Immigration Services website (http://www.wmich.edu/immigration/hbemployment) for more information.

   ii. American students are not allowed to work more than 25 hours per week (for all on-campus jobs combined) on campus during the fall and spring semesters.

   iii. All non-enrolled students may work up to 40 hours per week (for all on-campus jobs combined) on campus during the summer sessions.

   iv. Failure to abide by these policies may result in violation of lawful immigration status and/or student status. For more information and the exceptions to these policies, please refer to the following on the CSES website:

       a. Student employment definition and policies (http://www.wmich.edu/career/campus)

3) Keep in mind that the hours you work for the Mentoring for Success Program and for your other on-campus jobs will add up to your total hours worked on campus. You may not work more than eight (8) hours a day for all your on-campus jobs combined without prior approval from the program director.

4) You may not volunteer to work without pay. According to the FLSA, a person cannot be both a paid employee and an unpaid volunteer performing essentially the same type of work for which he or she is regularly employed. Please refer to the FLSA website (http://www.dol.gov/esa/whd/flsa) for more information.
5) Although there is not a rule specifically forbidding you from helping a friend or relative and getting paid to do so, as a general rule, you will only be assigned to your friend or relative if it is absolutely necessary, i.e., there is no other peer mentor who can tutor the subject.

6) If you were already tutoring your friend or relative prior to being employed by Mentoring for Success Program, there is no reason for Mentoring for Success Program to pay you now to continue doing the same thing that you had done for free before. This is not the same as volunteering and it is not against the law because:
   
i. You were already helping that student for free prior to being employed by the Mentoring for Success Program. You would have helped the student with or without being paid by the Mentoring for Success Program.
   
ii. The Mentoring for Success Program is not making you mentor the student and then not paying you for the hours worked.
   
iii. The student would have been assigned to another peer mentor in the first place.

7) All returning peer mentors (those who have taken more than one semester or more off from the program) must be retrained and reevaluated.

What Constitutes Work

1) Hours Worked:
   
i. Includes all the times an employee must be on duty, or on the employer's premises or at any other prescribed place of work, from the beginning of the first principal activity of the work day to the end of the last principal work activity of the workday. Also included is any additional time the employee is allowed to work. (Source: http://www.dol.gov/whd/regs/compliance/hrg.htm#13)

   ii. Includes all the times during which an employee is required to be at work or allowed to work for his or her employer and the employer is benefiting from the work being done. (Source: http://www.dol.gov/elaws/esa/flsa/hoursworked/screen1d.asp)

2) Employees must be paid for all time spent in physical or mental exertion controlled or required by the employer and pursued necessarily and primarily for the benefit of the employer. (Source: http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_785/29CFR785.7.htm)

3) All mandatory activities are paid; all voluntary social activities are unpaid. Additionally:
   
i. You will be compensated for most of the things that you do as part of your peer mentor responsibilities, such as updating activity logs and contacting students. The purpose of these activities is to maintain the efficiency and effectiveness of our program.

   ii. You will also be compensated for attendance at new staff orientation, staff meetings, diversity training sessions, workshops, etc. The purpose of these activities is to enhance your ability to serve our students and to foster your personal and professional growth.

   iii. All paid activities addressed above must be directly supervised by the program director, program assistants, TAC co-chairs, or group leaders. If the program director is not present at an activity, a detailed report must be submitted to the program director by the person in charge within two (2) days the activity.
iv. Per University policy (http://www.wmich.edu/hr/policies/handbook/07-schedules.html), hourly paid employees (including student employees) are entitled to take a 15-minute paid break for every four consecutive (4) hours worked. This policy is applied to all paid Mentoring for Success Program activities, although a paid break of up to 30 minutes is allowed at the discretion of the program director. Any breaks more than 30 minutes will be unpaid.

v. You do not get paid to attend voluntary social events whose primary purpose is to get to know your colleagues better and not to impart information and/or instructions to improve your performance or attain a required level of knowledge or skill for your job. While attendance is voluntary, a timely response will be very much appreciated to allow for proper planning.

4) If you are performing certain unassigned tasks for which you plan to get paid, you must justify this to the program director and obtain approval beforehand. If a particular task is not specifically stated in the manual or in any other peer mentor documents and you are not sure whether or not you would be paid to perform that task, ask a supervisor. Do not perform the task first and then expect to get paid.

5) If for some reason you find it necessary to work during semester breaks or University recess, please inform the program director and obtain approval before proceeding to work. A proposed task list must be attached to your request. Please use your time effectively. When in doubt, ask a supervisor.

Availability and Webmail Plus Calendar

1) At the beginning of each semester or session, you will enter all Mentoring for Success Program-related appointments on your Webmail Plus calendar. You are expected to inform the program assistants of the completion of this task within two (2) weeks of the beginning of a semester or session. The following is a non-exhaustive list of things that should be included in your Webmail Plus calendar:
   i. Time you will be in class (including labs). – Must be public view
   ii. Time you work at the Mentoring for Success Program (including times you check emails, update the database, or are available for tutoring). – Must be public view
      a. Include the location of all tutoring sessions.
   iii. Time you work at other jobs. – Must be public view
   iv. Time you have committed to family, volunteer, social, or recreational activities. – Can be private view
   v. Time for necessary activities such as sleeping, eating, studying, commuting, exercising, etc. – Can be private view

2) You must share your Webmail Plus Calendar with the program director, program assistants, budget analyst, and all TAC members.

3) You must also accept a share of the Mentoring for Success Program’s office calendar so that you can have view access to the office calendar and the program assistants’ availability.
4) For detailed information on how to set up, utilize, and maintain your Webmail Plus calendar, refer to the “Webmail Plus Tutorial” document.

5) Remember to update your calendar accordingly as you make new appointments or cancel or reschedule appointments.
   i. Please make sure that all future canceled appointments or any other Mentoring for Success Program-related activities that will no longer occur are deleted. If you have set up recurring appointments, you could use the “delete instance” option to delete the individual appointment.
   ii. For an appointment canceled at the last minute, add “canceled” to the calendar entry.
   iii. For a rescheduled appointment, you can “drag” the existing meeting to the new rescheduled time slot. Make sure that the originally scheduled meeting no longer exists in the calendar and the new rescheduled meeting appears in the right and new time slot.
   iv. In short, all peer mentors must make sure that their Webmail Plus calendar reflects their Student Sign-In Logs as rounded up or down to quarter hours.
   v. For more detailed information, refer to the “Webmail Plus Tutorial” document.

6) Students need help from peer mentors the most around mid-term and final exam weeks.
   i. Plan accordingly and make yourself available to help as many students as much as possible. If you know ahead of time that you would be having a hectic semester or session, please do everyone a favor and take the semester or session off.
   ii. Do not make plans to leave town if all your classes happen to end before the semester is officially over because your students may still need your help. Ideally, you would have done such an awesome job that your students would not need any help from you for the rest of the semester after a few meetings, but in reality, we know that is not the case.

7) If you are currently pursuing another employment or professional or personal development opportunity, please inform the program director accordingly.
   i. Inform the program director as soon as you have decided that you would like to pursue the opportunity. Do not wait until after you have been offered the position to inform the program director. Keep the program director up to date on the status of your application. Doing so will not negatively impact your employment relationship with the Mentoring for Success Program; not doing so will.
   ii. If you plan to continue working with the Mentoring for Success Program in addition to your new job, you can avoid any scheduling conflict, violation of student employment policies, or any inconveniences to Mentoring for Success Program participants by informing the program director in a timely manner.
   iii. If you do not plan to continue working with the Mentoring for Success Program, please give your two weeks’ notice so that the program director can begin recruiting a new peer mentor to replace you. Please refer to the Terminating Your Relationship with the Mentoring for Success Program section for more information.
Attendance and Punctuality

1) If you are running late and/or cannot make it to a scheduled appointment with a student or a group of students, immediately notify the student and the Mentoring for Success Program office at (269) 387-4799. Leave a concise message explaining your circumstances if the program assistants are away from the phone. If possible, also send the program assistants an email explaining the situation. The same rule applies if you are running late and/or cannot make it to a Mentoring for Success Program event/activity for which you have signed up or are expected to attend.

2) If you are meeting with only one student and your student does not show up for a meeting without informing you, you will be paid for the 30 minutes (maximum) you were inconvenienced.

   i. If you arrive to a scheduled appointment and the student is not there, wait 10 minutes (past the originally scheduled time) and then call the student to see what is going on. If you cannot reach the student, leave a message for the student and then call the program assistants immediately (and leave a message if after hours or if necessary).

   ii. Wait 20 minutes (a total of 30 minutes starting from the scheduled meeting time) and if the student still has not arrived, call the program assistants again and then leave.

   iii. You are only eligible to be paid for the 30 minutes if you have spoken with the program assistants or left a message explaining the situation.

3) If you are able to get a hold of your student after calling the program assistants for the first time or leaving the initial message, call the program assistants back or leave a message if necessary.

   i. If your student tells you that he or she is running late, please wait for your student. You will be paid for the time you have waited for your student. You should not, however, wait more than 30 minutes for a student. If a student is or will be more than 30 minutes late, please reschedule the appointment.

   ii. If your student tells you that he or she would like to cancel the meeting, you will still be paid for the time you have waited for your student.

4) When leaving a message for the program assistants regarding student tardiness or no-shows, please include the following details: Your name, the student’s name, the current date, the current time, the scheduled meeting time, location of the meeting, whether or not that was your first meeting with the student, and how many times the student has been late or not shown up without notice. When in doubt, include as much detail as possible.

5) In the event that you are already on your way to a meeting and the student calls or emails you to cancel and/or reschedule the meeting, you will still be paid for 30 minutes (maximum) of your time. You must, however, still call the program assistants to explain the situation. When in doubt, please call the program assistants.

6) If you are conducting a group session and one or more of your students do not show up, you do not need to call as long as you still have at least one student to tutor, as you will still be spending your time tutoring. Do log accordingly in the absent student(s) activity log in the database.
7) You are expected to arrive on time for staff meetings and bi-weekly performance review meetings. If you are running late and/or cannot make it to a scheduled meeting, immediately call the program assistants. Leave a detailed message on the voicemail if necessary. Otherwise, that will count as a no-show no-call.

8) On the other hand, do not show up at your scheduled meetings more than 10 minutes early. If you need to meet earlier than the scheduled meeting time, reschedule your appointment.

9) If you are more than 15 minutes late or absent on three (3) consecutive occasions or more than five (5) times within a calendar year (regardless of whether you contacted the program assistants or not), as a general rule, you will be written up and asked to set up an appointment to meet with the program assistants or TAC. Until you do this, you will not be able to work with more students and/or rehired for the next semester.

10) Three (3) consecutive no-show no-calls may result in immediate termination without warning. For detailed information on the progressive disciplinary process, please refer to the “DMA Student Employee Manual” and its appendices.

**Group Meetings/Activities**

1) Two to three dates will be set aside for Mentoring for Success Program meetings and activities each semester.

   i. Attendance is **mandatory** for all employees unless you have to attend class during that time, in which case you will need to provide the necessary documentation. You are **required** to attend or complete the following meetings and activities:

      a. Kick-off session at the beginning of every semester, usually on the first or second Saturday of the semester.

      b. Mid-semester meeting or training on a Saturday morning.

      c. Other training focusing on topics of special interest, such as the Sexual Harassment Education and Training online. Further information will be posted in the Mentoring for Success Program Forum for each required training session.

   ii. Each meeting/activity will last approximately three to four hours. All staff meetings will be held at DMA or at the Bernhard Center unless otherwise notified.

   iii. You will be informed as soon as those dates have been confirmed at the beginning of the semester. Once confirmed, those days and times will be posted on the Upcoming Mentoring for Success Program Events and Activities page on the Mentoring for Success Program website: (http://www.wmich.edu/peermentoring/events). Please block off those dates on your calendar and plan accordingly. Please do not schedule mentoring sessions during these times. You may not be excused from these meetings by taking time off. See the **Work Hours – Requesting Time Off** section for more information.

   iv. Occasionally, a “last-minute” meeting may be scheduled if absolutely necessary. You will be given two weeks’ advance notice.

   v. A non-paid staff potluck party will usually be held during the finals week of the fall semester. Attendance is not mandatory, but an RSVP is required. You are welcome to bring one guest to this event.
2) Additionally, you are **required** to attend the DMA Student Employee Professional Development Seminar in October and March of each year when and if one is scheduled. This is a DMA departmental mandate.

3) Attendance and participation are also **required** at all other Mentoring for Success Program-related meetings (including, but not limited to, proficiency area group meetings, meetings with the Mentoring for Success Program Peer Mentor Training and Advising Committee, meetings with your TAC liaison, and meetings with the program assistants) unless specifically excused by the program director.
   
i. Please be prepared to provide a reasonable explanation and relevant documentation to the program director, program assistants, TAC co-chair, and/or group leader if necessary.
   
   ii. If you need to **reschedule** a meeting, you must email the program assistants, TAC co-chair, and/or group leader and include all of the following in the same email:
       
       a. The nature of your emergency. You do not need to include all the personal and private details, but there needs to be a plausible reason for rescheduling the meeting. Provide any relevant details that you would not mind sharing if you think they would help make your case.
       
       b. List a few days and times when you would be able to reschedule the meeting within the same week or the following week at the latest.
       
       c. Be considerate. Acknowledge the fact that this is an inconvenience for the program assistants, TAC co-chair, and/or group leader and potentially for other staff members.

4) At Mentoring for Success Program meetings, you are expected to share your experiences and insights with other peer mentors and staff and provide information and updates on any related activities. Also bring up any difficulties you may be facing with a student (without mentioning the student's name) so that others can share their opinions and possibly come up with alternate solutions. This will ensure that we are all on the same page when it comes to the quality of service that we are providing to our students.

5) At DMA events, your participation and engagement is required. Please represent the Mentoring for Success Program well and conduct yourself in a professional manner.

**Bi-Weekly Performance Review Meetings**

1) You are also **required** to meet with the program director and program assistants on a bi-weekly basis for a periodic performance review.
   
   i. At the beginning of each bi-weekly meeting, you will first meet with a program assistant for database and sign-in log review. Be prepared to explain yourself and to make the necessary revisions if the information in your student activity logs on the database, the information in the Student Sign-In Logs, and the entries on your Webmail Plus calendar do not match.
   
   ii. When you meet with the program director, please be prepared to discuss your performance for the past two weeks using the Self-Assessment Scorecard in the "**Values, Principles, and Responsibilities**" document.
iii. Both meetings will take a total of approximately 30 to 45 minutes. Please plan accordingly and do not assume that you can just excuse yourself after 10 minutes because you have set up another appointment immediately following the bi-weekly meeting. Reschedule the bi-weekly meeting or your other appointment if you need to do so.

2) You must set up recurring bi-weekly meetings with the program director for the whole semester by the second week of the semester or after hire. You do not need to set up a separate meeting with the program assistants for the database and sign-in log review and you do not need to show up earlier than your scheduled meeting time.

3) During the summer sessions, unless otherwise instructed, you only need to set up bi-weekly meetings if you have been assigned at least one student.

4) Please schedule your appointments at least 48 hours in advance. You are required to schedule regular (recurring same day and time every two weeks) meeting days and times for the whole semester at the beginning of the semester. When emailing the program director to set up your meetings, provide a list of (i.e., more than one) preferred meeting days and times; at least three (3) is strongly recommended.

5) Please keep in mind that regular office hours are Monday through Friday 8 a.m. to 5 p.m. with an hour of lunch break between 11:30 a.m. and 1:30 p.m. If at all possible, please do not schedule meetings:
   i. During lunch hour (between 11:30 a.m. and 1:30 p.m.).
   ii. At or after 4 p.m.

6) Please do not show up at your scheduled bi-weekly meeting more than 10 minutes early. The meeting time you have set up with the program director is the time you should start your meeting with the program assistants, e.g., if your scheduled meeting time is at 10 a.m., you should arrive at the office by 10 a.m., meet with the program assistants, and then meet with the program director. If you need to start your meeting at an earlier time, please reschedule the appointment.

7) Avoid drop-ins if possible. If you must drop in, please call or email ahead of time.

8) If the program director is not in the office when you drop in, there will be a note on the door explaining the absence and/or stating an expected time of return. You are welcome to wait in the DMA Multipurpose Room (2276 Ellsworth Hall) or come back at a later time. If the door is closed and there is no note on the door, knock and see if the program director is in the office. Check with a program assistant if necessary.

9) You may not simply cancel a scheduled bi-weekly meeting. If you have to reschedule a scheduled bi-weekly meeting, please email the program director and include all of the following in one email:
   i. The nature of your emergency. The program director needs to know if there is a plausible reason for rescheduling the meeting. Provide any relevant details that you would not mind sharing if you think they would help make your case.
   ii. List a few days and times when you would be able to reschedule the meeting within the same week or the following week at the latest.
iii. Be considerate. Acknowledge the fact that this is an inconvenience for the program director and potentially for other staff members and students, as the program director often has a tight schedule.

10) Please do not show up in person or call to reschedule your meeting. Everything must be in writing in an email to ensure clarity and consistency of information. Only call if you are simply calling to let the program director know that you would be running a few minutes late.

11) If you need to request extended time off due to an emergency, please do so. Indicate the start and end date for your proposed time off. Please follow the proper procedure outlined in **Work Hours – Requesting Time Off** section.

12) In the event of University closure due to severe weather conditions and/or other emergency situations, all meetings are automatically canceled. Please email the program director to reschedule if necessary. You can call the WMU Closure and Emergency Hotline at (269) 387-1001 to verify the closure status.

**Requesting Time Off**

1) It is perfectly reasonable to ask for some time off if you realize you feel overwhelmed, got sick, need a week off to catch up on homework, are going out of town for a few days, etc., but request time off before you take time off and proceed to disregard all communication attempts by Mentoring for Success Program staff. **NOTE:** “My computer/Internet/phone wasn’t working” is not an acceptable excuse for not keeping Mentoring for Success Program staff informed. Refer to the **Communication and Participation** section for more information on how to maintain consistent and effective communication.

2) When you take a short time off from the Mentoring for Success Program at any point after a semester or session has already started, you are taking time off from meeting with your students, completing paperwork related to meetings with your students, bi-weekly meetings, posting in forum, and responding to emails, but you are still expected to carry out certain duties during your time off. You will be paid for carrying out those duties. Even when you have approved time off:

   i. You must continue checking and responding to emails and forum posts as well as updating the database up until the first day of your approved time off (unless you have left unfinished business before your approved time off starts, in which case you must still take care of the unfinished business during your approved time off).

   ii. You must still attend the two scheduled staff meetings. We only meet twice a semester and the meeting dates and times are announced at the beginning of the semester to allow for proper planning. Unless you are taking the entire semester or session off (and have your request approved before the semester or session starts), you are expected to attend the two scheduled staff meetings.

   iii. You still need to submit your time sheets in a timely manner.

3) When you come back from your approved time off, it is your responsibility to catch up on everything that you may have missed during your approved time off. This includes reading and responding to emails, reading and responding to forum posts, and completing any necessary paperwork.
4) To request time off, email the program director, copy the program assistants, and include the proposed time off with specific start and end dates and a brief description of the circumstances.

5) In order for your request for time off to be granted, you must have completed the following tasks before submitting the request:
   
i. Coordinated coverage of your responsibilities during your absence, i.e., contact other peer mentors who tutor the same subjects to make sure they are able and willing to help your students if they should need help during your absence. Alternately, you may post your request in the Mentoring for Success Program Forum.

   ii. Properly informed your students of your tentative time off so that they can plan accordingly and let you know if they would need help during that time. Let them know that they can post their questions in the Mentoring for Success Program Forum during your time off.

   iii. Logged the above activities in the student activity logs on the database.

   iv. Completed any and all outstanding tasks, e.g., updated activity logs, rescheduled bi-weekly meetings, contacted new students, responded to emails from Mentoring for Success Program staff, etc.

6) Immediately after obtaining approval from the program director, inform your TAC liaison of your approved time off and contact your students to confirm your time off with them, specifying the start and end dates, so that they will not assume that they can reach you during that time.

7) As stated in your job description, one of your major duties and responsibilities as a Mentoring for Success Program peer mentor is to have a commitment to the program for at least one whole academic year and be available to assist your students during and through mid-term and final exam weeks.

   i. While it is perfectly acceptable to restrict your availability during those weeks and give priority to students who have been meeting with you regularly throughout the semester or session, it is not acceptable to plan on not being available at all during those weeks. Clearly inform your students of your availability during mid-term and finals week ahead of time so they know what to expect and can plan accordingly.

   ii. DO NOT email your students or call them to say that you will be unable to meet with them because you are overwhelmed or stressed. Students may think that you have poor time management and organizational skills and this undermines the credibility of other peer mentors and of the program. If you are unsure of what you should tell your students, please contact your TAC liaison.

   iii. Please do not request the rest of the semester or session off once it has started. Unreasonable last-minute requests for time off may constitute job abandonment and may result in immediate termination without notice.

   iv. If you know ahead of time that you would be having a hectic semester or session, please do everyone a favor and take the semester or session off before it starts. NOTE: If you are taking the semester or session off after it has started, please return all borrowed textbooks and/or supplemental learning materials before you leave.
8) The Mentoring for Success Program encourages all staff and participants to participate in the observance of their religious obligations and practices. The Mentoring for Success Program administrative staff will avoid scheduling group activities on religious holidays whenever possible, but this may sometimes be impractical. A complete knowledge and potential listing of religious observances for all staff is beyond the capability of the Mentoring for Success Program administrative staff.

9) Reasonable accommodations will be made for the religious needs of employees requesting time off for religious observance; however, it is your responsibility to discuss any potential time conflicts with the program director in advance. Please refer to the University’s religious observances policy (http://www.wmich.edu/policies/religious-observances-policy) for more information.
Confidentiality

1) In compliance with the Family Education Rights and Privacy Act (FERPA), we aim to protect the identities of our students and to protect information concerning individuals. You should not share your students’ information with anyone outside of the Mentoring for Success Program. This means we do not give the names, addresses, or any personal details of students to any outside agencies, persons, or University departments without the students’ permission.

2) If you are sending the same email to more than one student at a time, please enter all students’ email addresses in the blind copy (bcc) field. If at all possible, a student should not be named in any email or circulation, and these correspondences should be restricted only to individuals involved in resolving a particular problem.

3) When an inquiry is made verbally, by letter, by email, or by telephone about a student, we will inform the inquirer that we do not give out information concerning our students.

4) An inquirer may claim to know that a student is receiving services from us. We will not confirm or deny this and will explain this is our policy.

5) When an inquirer says he or she has the student’s permission to inquire, we will ask him or her to have the student verify this in writing before we give information in consultation with the student.

6) An inquirer may have a legitimate reason for requesting information, e.g., concern about the safety of a student or another person, a criminal investigation etc. In such cases, reasonable measures must be taken to verify the authenticity of such a query (e.g., verify police identity by asking for rank and number, calling the appropriate station, etc.).

7) A fellow peer mentor may express concern about a student. Other peer mentor(s) to whom your student has been assigned will also have access to your student’s activity log. To find out the name(s) of other peer mentor(s) to whom your student has been assigned, please log on to the Mentoring for Success Program Database and check the student’s class list. Detailed notes expressing concern about the students may have already been posted in the student’s activity log.

8) A parent or legal guardian may request information about a student. We respect the adult status of our students and do not give information unless a student has granted written permission to WMU and/or signed a release form to release his or her academic and/or account information to a designated third party. For more information on FERPA, contact the Office of the Registrar at (269) 387-4300 or visit http://www.wmich.edu/registrar/ferpa.

9) Student information is used by Mentoring for Success Program staff in reports, statistics, and staff development and supervision. These reports and statistics should not make individual students identifiable unless they have given prior written permission.

10) Other reports and letters concerning students should only be written with the students’ permission. These should be headed “confidential” and addressed to named individuals.

11) If you are ever in doubt, please contact the program director and ask for further directions.
Professionalism

Please refer to the "Values, Principles, and Responsibilities" document for a concise list of expectations and qualities of a successful peer mentor.

Attitude/Behavior

1) Be professional, courteous, and respectful to all Mentoring for Success Program staff and students at all times. Represent the Mentoring for Success Program well on campus, off campus, and online.

2) Be committed to student learning and development.

3) Model expected behaviors consistently and set a good example for your students both in and out of class. Refer to the Establishing Relationships with Students – Setting of Goals and Agenda section for more information on how to promote student learning and development.

4) If you make a mistake or do not know the answer to a question, admit it. Take a pro-active approach, ask appropriate questions, and find solutions to the problem. You can model how to learn from mistakes and locate the resources to search out answers to complex questions.

5) Accept constructive criticism positively, share responsibility for failures, do not repeat mistakes, and find more effective approaches to completing tasks.

6) Take pride in your work, behave with ethical integrity, and have a positive attitude.

7) Be flexible, take initiative, and be able to work independently with minimal supervision. Be able and willing to learn on the job. Take the initiative to stay informed.

Actions

1) SPELL CHECK when emailing and making log entries. Keep in mind that “slang” terms or phrases are unacceptable. Remember that you are not text messaging, instant messaging, or posting something on Facebook or MySpace. Please use formal written American English spelling, grammar, and punctuation at all times.

   i. As a general rule, do not use all caps – this is considered shouting in emails and it is rude and annoying.

   ii. Do not use abbreviations or made up words – not everyone understands text messaging or chatting language.

   iii. For more information on writing resources, please refer to https://owl.english.purdue.edu/owl/section/1 and http://www.wmich.edu/wmu/writing.

2) Always ensure prompt follow-up and follow through with your students and Mentoring for Success Program staff. All emails and phone calls must be responded to or returned within two (2) days. If you do not yet have an answer, respond and indicate so. Ask for additional time if necessary.
3) If you make a promise to your student (e.g., “I’ll find the answer and call you back” or “I’ll be available this weekend”), keep it! Get back to the student within two (2) days, whether or not you have a definite answer. At the very least, you should update the student on the situation.

4) Participate actively in group settings, e.g., during staff meetings and in the Mentoring for Success Program Forum. Offer your opinion constructively and encourage cooperation and collaboration of other Mentoring for Success Program staff as appropriate.

5) Please turn off your phone or put it in silent mode during all Mentoring for Success Program meetings and activities, including your tutoring sessions. No personal calls, texting, or Web browsing is allowed during work hours.
   i. If you forget to do so and your phone rings or buzzes, turn it off without answering or responding and apologize.
   ii. Inform your supervisors and/or your students ahead of time in times of personal emergencies during which you may need to place or receive phone calls to receive pertinent information during work hours.
   iii. If you must place and receive a phone call, please excuse yourself and step out of the room to have your phone conversation.

6) Find ways to achieve desired results despite obstacles and limited resources to obtain the maximum benefit from a minimum investment of time and resources.

7) Firmly but politely enforce Mentoring for Success Program policies and procedures and related laws and guidelines with students as applicable.

**Knowledge/Skills**

1) Set realistic and attainable goals with your students. Make your expectations clear and be consistent when dealing with students. Recognize students’ achievements and compliment them on their efforts. Correct your students’ work without being discouraging. Provide constructive feedback to them and prompt them to ask appropriate questions.

2) Know the boundaries of your role. You may be an instructor, role model, or career mentor. Your professional role is not that of a best friend, surrogate parent, romantic interest, or therapist. If a student seems to be asking for assistance outside your realm, communicate your concern to the student and refer the student to the appropriate resources. You should contact these resources directly if you are apprehensive about a student’s stress level or well-being.

3) Demonstrate awareness of and adhere to Mentoring for Success Program policies and procedures as well as other additional written and verbal guidelines. Weigh knowledge of policies and procedures, program needs, and common sense when making decisions.

4) Manage time effectively and competently and be able to multitask and prioritize to meet deadlines and maintain uninterrupted service to students and staff.
Peer Mentor
Policies & Procedures

Academic Honesty

1) You are responsible for making yourselves aware of and understand the policies, procedures, and definitions pertaining to academic honesty in the WMU Students Rights and Responsibilities (http://catalog.wmich.edu/content.php?catoid=22&navoid=882) and WMU Student Code (http://www.wmich.edu/conduct/code) and be able to explain them well to your students. These policies, procedures, and definitions include cheating; fabrication, falsification, and forgery; multiple submission; plagiarism; complicity; and computer misuse. Please also visit the Office of Student Conduct website (http://www.wmich.edu/conduct) for more information about the student conduct processes.

Social Networking Policies

1) While it is not the intention of Mentoring for Success Program administrative staff to monitor or regulate your social or personal life, we do expect you to represent the Mentoring for Success Program, DMA, and WMU well and conduct yourself with integrity in all settings. Learning to balance your personal and professional lives will serve you well not just when you are looking for jobs after graduation, but at all points in your career.

2) Many students use social networking sites such as Facebook, MySpace, Twitter, etc. to communicate with each other and to keep in touch with friends and family members. The Mentoring for Success Program also has a Facebook fan page, which all staff members with a Facebook account are required to “like” and all Mentoring for Success Program participants are strongly encouraged to “like.” You have the full discretion to decide whether or not to add any of your students or co-workers as your friend on social networking sites.

3) When using social networking sites, the following ground rules apply:

   i. **No verbal abuse, insults, threats, or personal attacks:** Respect others. Respect yourself. Feel free to discuss opinions or even dispute another person’s post, but do so without insulting the other person. Understand that the other person have the right to disagree with you. You do not need to take everything personally. Keep it to the issues and do not attack or flame the person who started them. By all means participate, but do not undermine your cause with personal attacks. The only purpose of an offensive post is to incite other people.

   ii. **No offensive content or non-direct personal insults:** Do not use profanity (foul language or swear words), racial, ethnic, religious, or other slurs, or post pornography or any other offensive material. Do not tell people to shut up or be extremely or repeatedly rude or sarcastic with the intent to tick off other people.

   iii. **No photos, stories, comments, or videos of risqué or improper behaviors or illegal activities:** You should avoid engaging in those types of behaviors and activities to begin with so as not to implicate yourself. Risqué or improper behaviors or illegal activities include, but are not limited to, underage drinking, drug use, exhibitionism, vandalism, hazing, hate crime, etc. Do not join groups or fan any pages that promote or condone these behaviors and activities. Abide by the WMU Student Code, available on the Office of Student conduct website (http://www.wmich.edu/conduct).
What Not To Do

1) Do not bend the rules. If you are unsure of the interpretation of a policy even after referencing this manual, contact your assigned TAC liaison. He or she will be happy to answer any questions you may have. As a peer mentor, you are a role model for your students: it is extremely important that you follow the rules to help establish a healthy foundation for your students' academic careers. Failing to do so sends a message of apathy and duplicity, conveying to your students that it is okay to break the rules so long as it seems to benefit them in the short run. Academic and professional success relies on integrity, and it hurts the student when you foster a bad work ethic with this inappropriate behavior. Furthermore, you put your own academic and professional careers in jeopardy – don’t do it.

2) Do not make your own rules as you go along. Your job does not include interpreting or modifying policies and procedures. Your job is to politely and firmly enforce Mentoring for Success Program policies and procedures and related guidelines. In the event that you think a policy or procedure is unreasonable or inapplicable for a particular situation, or if you think an exception should be made, please discuss this matter with the program director or your TAC liaison before taking any further action.

3) Never say anything disparaging about the professor to the students. This undermines his or her authority and, consequently, the credibility of the class. You may acknowledge that the subject is challenging and suggest techniques for students to best master the material.

4) You are not to date any of your students or co-workers. This could constitute sexual harassment. Any peer mentor found dating his or her student will face disciplinary action. You would jeopardize not only your job, but also your reputation and your own status as a student. Please refer to the Western Michigan University Sexual Harassment and Sexism Policy on the Office of Institutional Equity website (http://www.wmich.edu/oie) and also the WMU Student Code, available on the Office of Student Conduct website (http://www.wmich.edu/conduct).
Dress Code and Personal Hygiene

1) While we do not have an official dress code, we do ask that you dress appropriately and sensibly.

2) When participating in Mentoring for Success Program events involving the campus community or the general public and representing the Mentoring for Success Program at other events, please wear your program t-shirt or sweatshirt, or in some cases a program polo shirt, unless otherwise instructed.
   i. You will be given a t-shirt and a sweatshirt at the beginning of your employment. They are yours to keep even after you resign from the Mentoring for Success Program.
   ii. Feel free to ask for additional t-shirts or sweatshirts if you need them for multiple-day events.
   iii. If you are specifically required to wear a polo shirt to an event, please make an appointment to check one out with the program assistants. You must wash and return the polo shirt after the event.

3) Under no circumstances should you wear other colleges and universities’ gear (t-shirts, sweatshirts, hats, etc.) to a tutoring session or to a Mentoring for Success Program activity for which you will be paid. As a peer mentor, you have a responsibility to promote school pride and school spirit. While you are not expected to throw away all your gear from another school or required to buy WMU gear and wear them at all times, you are strongly discouraged from wearing other schools’ gear on campus even when you are not working.

4) Risqué clothing can make others perceive you as less than credible; however, on the opposite end of the spectrum, you want to avoid overdressing. Students relate to their peer mentors as fellow students, not teachers or professionals. How you present yourself can add value to your session without a lot of effort.

5) Always wear clean, modest, casual dress. Clothing items that are not acceptable to wear when tutoring or performing any paid work include, but are not limited to:
   i. Items with controversial, disrespectful, or vulgar language or graphics.
   ii. Clothing items that inappropriately reveal bare skin or undergarments (e.g., no cleavage or midriff-baring shirts or blouses, tank tops, low-slung pants, short-shorts, or miniskirts).
   iii. Torn and/or sagging jeans or pants.
   iv. Hats, baseball caps, or any headgear, headwear, or headdress (unless required by your religion).

6) You will be working in close proximity with your students, so be mindful that smells can be distracting. Some common odors to think about before going on duty are excessive perfume or cologne, coming straight from the gym, cigarette smoke, and strong food odors such as coffee or garlic.

7) Peer mentors are also asked to keep jewelry and makeup to a minimum.
Overview

1) When tutoring, you will find yourself with many students who are different from yourself. Perhaps they have a learning disability or different learning style, are of a different racial, ethnic, religious, and/or socio-economic background, have a different sexual orientation, etc. How would this affect your tutoring sessions?

2) These differences can be overcome by using some of the following methods:
   i. Consciously refrain from stereotyping or generalizing groups of people. Do not expect one person to represent an entire social group. Try to acknowledge your own stereotypes and baggage, as well as attitudes about college, professors, teaching, and learning. Refrain from making jokes or using metaphors that might offend another person. Accept that others may stereotype you. Never speak for an entire group's experience or try to represent an entire group. Only speak from your own experience.
   ii. Find commonalities while respecting and appreciating differences, but emphasize your similarities instead of your differences. Be inclusive. Be interested.
   iii. Be open-minded. Do not judge others. Know that there are different ways of doing and seeing everything. Learn from someone who is different from you. Avoid appearing superior and/or snobbish. Allow your students to lead and pursue knowledge.
   iv. Do not mistake or misuse your mentoring relationship as an opportunity to preach to or enforce your own values and religious beliefs on your students. Acknowledge that you may have differing political opinions, religious beliefs, or lifestyles, but it is not your place to tell the other person that he or she is wrong.
   v. Never assume you know another person’s experience until you have walked in his or her shoes, and even then, try to show empathy (not sympathy). Do not diminish another person’s experience by assuming you know what he or she has gone or is going through. Keep in mind that while your circumstances may be similar, no two people will have the exact same experience. You do not know exactly how another person feels.
   vi. Be patient. It takes time to build relationships based on trust, respect, and understanding. Change does not happen overnight. Do not take trust and respect for granted; they have to be earned, deserved, and kept.
   vii. Be professional and optimistic. Remain objective at all times and do not let your personal biases affect your judgment of a student.

3) While you are not expected to completely discard your values and religious or political beliefs and/or to become an activist, you should at least be well-informed about the various resources available on campus and in the community so that you would know how and where to refer your students accordingly should the need arise.
Students with Disabilities

1) Although as a peer mentor you are not expected to be an expert on working with students with disabilities, some students who you will be mentoring and tutoring may have some learning or physical disabilities and may require reasonable and appropriate accommodations and assistance from you. Students may or may not speak up about their needs, but if they do, it typically comes up while going over the ISP.

2) Federal legislation mandates that, as an institution receiving federal funds, Western Michigan University (WMU) must provide reasonable accommodations that afford equal educational opportunity for all students.

3) If your students have questions regarding resources for students with disabilities, please refer them to the WMU Disability Services for Students (DSS) website (http://www.wmich.edu/disabilityservices). With the appropriate documentation, which is further explained on the website, DSS provides such resources as testing accommodations, textbooks in alternate forms, and priority registration.

4) Here are some tips for working with students with learning disabilities:
   i. With any student, but especially with students with learning disabilities, it is important to have structure, including having a prescheduled day and time that both of you will meet every week. Having an outline of what to cover during a tutoring session will also be helpful in order to stay focused.

   ii. In order to enhance attentiveness, try to minimize distractions by facing a corner or wall. Keeping eye contact can also help your student stay focused on the material. Try not to let yourself be distracted by what is around you; when you are not making eye contact, look at the textbook or other course material. Also ask your student questions about the material frequently to make sure that the student is paying attention.

   iii. Change the type of learning often (e.g., go from looking at the textbook to writing notes and completing problems frequently).

Training Opportunities and Religious Observance

1) The Mentoring for Success Program offers various opportunities to participate in diversity training. Each peer mentor must attend at least one session per semester, but may attend as many as he or she would like. Suggestions for future themes and specific topics are welcomed.

2) The Mentoring for Success Program also encourages staff and participants to participate in the observance of their religious obligations and practices. Refer to the University’s religious observances policy (http://www.wmich.edu/policies/religious-observances-policy) for more information. Refer to the Work Hours – Requesting Time Off section for the correct procedures to request time off.
Peer Mentor
Policies & Procedures

Evaluation

Peer mentors will be evaluated by the program director, program assistants, the Mentoring for Success Program Peer Mentor Training and Advising Committee (TAC), and Mentoring for Success Program group leaders at the end of each semester. Peer mentors will be evaluated in the following areas, including, but not limited to: customer service, tutoring and mentoring skills, communication, documentation, professionalism, attendance, participation, and overall job performance.

Overall Performance

1) The program director and program assistants will complete the Peer Mentor Performance Evaluation Form for each peer mentor after the one-month probationary period. This form may also be completed periodically as needed to assess whether or not peer mentors are consistently meeting performance expectations and to provide constructive feedback. This form has been given to you at the beginning of your employment and can also be downloaded from the Mentoring for Success Program website on the Peer Mentor Resources page.
   i. Peer mentors are also required to use the same form to self-evaluate.
   ii. During an upcoming bi-weekly meeting with the program director (or with the program assistants or the Peer Mentor Training and Advising Committee in the absence of the program director), you will review the completed forms together and discuss any discrepancies or concerns.
   iii. Peer mentors who do not meet the minimum job expectations will be required to develop a Performance Improvement Plan with TAC. Refer to the Evaluation – Disciplinary Action and Performance Improvement Plan section for more information.

2) Within the first month of hire, peer mentors will also take an exam to assess understanding of policies and procedures, the ability to apply policies and procedures to real-life situations, and competency as a peer mentor. The exam is a take-home open-book exam and it consists of three parts: multiple choice, essay, and grammar, and will be graded by a program assistant. Please schedule an appointment with the program assistants to pick up the exam immediately following training. You will be paid two hours for completing the exam.

3) Peer mentors are required to maintain a grade point average (GPA) of 3.5 (or 3.0 provided that they have received at least a BA in the courses or subject areas in which they tutor).
   i. Should a peer mentor’s GPA fall below 3.0, a grace period can be instituted at the discretion of the program director to allow the peer mentor to restore his or her grade point average to 3.0 or higher while continuing to work.
   ii. The peer mentor must complete an Academic Improvement Plan with the Mentoring for Success Program Peer Mentor Training and Advising Committee in an effort to improve his or her GPA.
   iii. If a peer mentor’s GPA continues to decline, a meeting must be scheduled with the program director to reevaluate the peer mentor’s employment eligibility.
4) Every two weeks, before you attend your scheduled bi-weekly meeting, please complete a self-assessment using the Self-Assessment Scorecard and the grading scale in the “Values, Principles, and Responsibilities” document. You will be grading your performance in six different areas: mentoring, tutoring, participation, attendance, documentation, and communication. As you would for a course you are taking, you should aim for an “A” grade every time. Be prepared to discuss your performance for the past two weeks using the Self-Assessment Scorecard when you meet with the program director.

5) A weekly performance evaluation will be conducted on the Mentoring for Success Program Forum. Every Friday, a TAC member will evaluate forum participation and post a list inactive forum users.
   i. If you appear on this list more than three times in a semester, disciplinary action will be taken against you and you must participate in a forum performance improvement plan administered by the program assistants. Refer to the Evaluation – Disciplinary Action and Performance Improvement Plan section for more information about the improvement plan.

6) Here are the minimum requirements you must meet to avoid being put on the weekly forum inactive list:
   i. Have at least 50% of your overall forum posts be meaningful and post at least two (2) meaningful posts per week. This does not mean that you should only post exactly twice (no more, no less) per week. During a regular semester or session, even if and when there are no new topics or updates, you should have at least two meaningful posts per week, e.g., by starting a new topic, revisiting topics you might have missed, etc. This also means that you should always contribute to ongoing discussions and participate in threads that require you to do more than just:
      a. Agreeing or disagreeing with the topic or repeat what the people before you have already said.
      b. Reading or acknowledging that you have read only the first post in any given thread.
   ii. Check for new posts and post in the forum according to your email schedule. Read every new thread and post, not just those to which you are interested in responding. Refer to the Communication and Participation – Frequency and Timeliness of Responses section for more information.

   **Tutoring and Mentoring Skills**

1) During the initial training and orientation by TAC, new peer mentors will receive constructive feedback on the mock tutoring session that was conducted as part of the interview process. Peer mentors are expected to show improvement based on the feedback provided.

2) After new peer mentors have been assigned students, TAC will schedule an observation of an actual session. Constructive feedback will be provided after the session.

3) TAC will observe another session toward the end of the first semester if needed and at least once a semester thereafter to monitor progress on how well improvement strategies (if needed) are being implemented and to assess whether or not peer mentors are consistently meeting performance expectations.
4) Peer mentors who have worked in the Mentoring for Success Program for more than one academic year will need to undergo another observation at the beginning every new academic year with the Mentoring for Success Program.

5) At the end of the semester, the program assistants will also email all your students to ask them to fill out the online “Peer Mentor Evaluation” form so they can tell us more about their experience with the Mentoring for Success Program and to provide you feedback. They may choose to fill out and submit the forms anonymously. The completed forms will be forwarded to you by the program director as necessary (i.e., if you have received an exceptionally good or bad review, if you request to see all your student feedbacks, etc.).

   i. Depending on the circumstances, an improvement plan may need to be developed if you have received any negative feedback from a student. Refer to the Evaluation – Disciplinary Action and Performance Improvement Plan section for more information about the improvement plan.

**Disciplinary Action and Performance Improvement Plan**

1) Failure to comply with the guidelines and expectations stated in this Policies and Procedures Manual may result in disciplinary action including termination of employment with or without warning. Reasons for termination may include, but are not limited to, unsatisfactory work performance, off-duty misconduct, insubordination, willful disregard of instructions, and/or blatant violation of policies and procedures. For detailed information on the progressive disciplinary process, please refer to the “DMA Student Employee Manual” and its appendices.

2) Based on the Mentoring for Success Program organizational chart (available in the “Quick Start Guide” document), any person who is higher up on the organizational chart has the authority to write up any person who is below him or her. The program director, however, must first verify that the alleged infraction has occurred and approve of the write-up before it becomes valid.

3) All write-ups will be done using the Mentoring for Success Program Peer Mentor Disciplinary Report.

4) Depending on the type of infraction, a follow-up meeting with the Mentoring for Success Program Peer Mentor Training and Advising Committee may be necessary to complete an improvement plan.

   ii. In order to improve forum participation, peer mentors who have been put on the weekly forum inactive list more than three times will be required to complete a forum performance improvement plan administered by the program assistants.

   a. The improvement plan consists of scheduling two 30-minute meetings per week with the program assistants based on their availabilities on the Mentoring for Success Program Office Webmail Plus calendar.

   b. During your meeting, you will spend your time participating in the Mentoring for Success Program Forum by reading all unread forum posts and responding to them accordingly. Once you have completed this, if you have extra time, you may also use this time to complete other Mentoring for Success Program activities you need to complete.
iii. If you have received an exceptionally bad review from one of your students in the online “Peer Mentor Evaluation” form, you will be contacted by your TAC liaison to discuss the review. An improvement plan may need to be developed depending on the outcome of the meeting.

5) All disciplinary reports and any improvement plans that have been put in writing will be kept on file for the duration of your employment. They will be kept in a confidential and secured location and only be made available to authorized individuals as deemed appropriate by the program director.
Terminating Your Employment with the Mentoring for Success Program

1) If you decide to resign from your position, it is helpful to give the program director as much notice as possible. You are expected to give at least **two weeks’ notice**. A written resignation notice is required, stating the reason for your resignation and last day of work.

2) Inform the program director as soon as possible if you are currently pursuing or have been offered another employment or professional or personal development opportunity so that the necessary arrangements can be made to ensure uninterrupted service to our students.

3) In order to part on good terms (i.e., resignation vs. termination), you must complete all outstanding tasks before your official last day. All student activity logs must be up-to-date and complete, all students must have been notified of your decision, all emails and phone calls from the office staff must have been responded to, and all Student Sign-In Logs and borrowed items must be returned to the office. Failure to do so could result in your last time sheet(s) being held – you will not be paid for work not done.

4) Job abandonment occurs when you fail to notify the program director of the reason for absence for three (3) consecutive instances or fail to show up when directed to do so. You will be considered to have voluntarily resigned.

5) Failure to comply with the guidelines and expectations stated in this Policies and Procedures Manual may result in disciplinary action including termination of employment with or without warning. Reasons for termination may include, but are not limited to, unsatisfactory work performance, off-duty misconduct, insubordination, willful disregard of instructions, and/or blatant violation of policies and procedures. For detailed information on the progressive disciplinary process, please refer to the “DMA Student Employee Manual” and its appendices.

6) Regardless of the reason for the termination of your relationship with the program, you are expected to return all textbooks, course packs, CDs, star-shaped one-hole puncher, unused Mentoring for Success Program reward cards, organizer portfolio, Student Sign-In Logs, program polo shirts, and any other educational resources that you have checked out within one week of the last day of your employment. You will be given a friendly reminder from the office staff to return the items within the provided time frame. Once that time frame has passed and you still have not returned the items to the office, you will be billed the actual cost for replacement charges and/or reported to the appropriate authorities. In addition, **your student account will be put on hold** until the charges have been paid off. Failure to do so may prevent you from registering for class and/or obtaining a transcript or diploma.

7) Items that you are allowed to keep include all reward items listed on the “Mentoring for Success Program Reward Program” document, such as t-shirts, sweatshirts, note books, pens, etc.

8) Remember to revoke calendar share access after your last day.
Agreement

I confirm the receipt of this Mentoring for Success Program Peer Mentor Policies and Procedures Manual and understand the information contained in this document. I have read this manual and understand my responsibilities as a Mentoring for Success Program peer mentor.

I agree to comply with the guidelines and expectations listed in the Mentoring for Success Program Peer Mentor Policies and Procedures Manual and other Mentoring for Success Program documents on the Peer Mentor Resources page of the Mentoring for Success Program website in an effort to meet the minimum requirements of my job.

It is my privilege, not right, as a peer mentor to be able to check out educational resources to allow me to improve my knowledge and better assist my students. I am aware that failure to return those items following my resignation, termination, or extended time off could result in my being billed the actual cost for replacement of those items. In addition, my student account could be put on hold until all the charges have been paid off and this may prevent me from registering for class and/or obtaining my transcript or diploma.

I recognize that the Mentoring for Success Program reserves the right to change this agreement and the content of this Mentoring for Success Program Peer Mentor Policies and Procedures Manual from time to time. While reasonable notice will be given to me, it is my responsibility to check the Mentoring for Success Program website and review it periodically to ensure familiarity with the most current version of all peer mentor resources. I can determine when the documents were updated by referring to the website. My continued employment after issuance of an updated document indicates my unconditional acceptance of any changes and addition to those documents.

I understand that failure to comply with the policies and procedures stated in the Mentoring for Success Program Peer Mentor Policies and Procedures Manual could result in disciplinary action, including immediate termination without notice.

Name of Peer Mentor: ______________________________________________________

Signature of Peer Mentor: __________________________________________________

Date: _____________________________________________________________________

Names of TAC Members: ___________________________________________________

Signatures of TAC Members: ______________________________________________

Date: _____________________________________________________________________