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2011-12 University Studies Peer Mentor Handbook

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Mentor Roles & Relationships

This section seeks to clearly define the role of Undergraduate and Graduate Peer Mentors. It provides guidelines for the working relationship with the faculty partner, and provides helpful tips regarding goal setting for meetings with the faculty partner.
Introduction

The University Studies (UNST) Peer Mentor Program engages upper-division undergraduate and graduate students to facilitate UNST mentored inquiry sessions and support student success. The goal of the mentor sessions is to support the learning objectives of the main class that provide opportunities for students from the main class to interact in smaller groups. Undergraduate students work as FRINQ Peer Mentors, leading bi-weekly mentor sessions, and graduate students work as SINQ Peer Mentors, leading weekly mentor sessions.

The central intention of the Undergraduate (UG) Peer Mentor Program is that UG Peer Mentors are expert students who can role model strategies for academic success, and help students develop and refine their own strategies. The intent of the Graduate (GR) Peer Mentor Program is to build on the concept of the expert student by adding more emphasis on advancing students’ skills in writing, research, critical thinking, and quantitative literacy. In addition to developing students’ academic skill sets, both UG and GR Peer Mentors coach and assist students in their transition to PSU. Peer Mentors support students by increasing the sense of community on campus among students and by helping students learn the language of university culture and expectations.

A mentor’s work is successfully carried out through a close working relationship with a faculty partner. Faculty partners supervise the mentor in developing lesson plans for mentor sessions that enhance and extend the skills that students need to be successful in the main class. The following guidelines are intended to clarify mentor roles and responsibilities and to serve as a starting point for discussion toward an effective and positive collaboration.

Mentor Job Description

Peer Mentors serve or work approximately 20 hours per week (undergraduates) or 10 hours per week (graduates) during the academic term to plan and facilitate 50-minute mentor sessions for Freshman Inquiry and Sophomore Inquiry courses in the UNST program. Successful mentors are flexible, perform multiple roles, and approach topics through a variety of lenses. Mentors serve as colleagues and as teachers who help students learn the academic ropes. They bridge faculty and students and help build positive learning communities among classmates. They work closely with their faculty partners and are creative team players in implementing course objectives. They must also complete 3 Stages of CBLs each term and attend a Mentor Retreat, along with creating an ePortfolio of their mentoring experiences and artifacts of learning.

Undergraduate Peer Mentors are responsible for:

- Serving the program up to and averaging 20 hours per week, and their stipends are based on their attending main sessions (2.5 hours/week), the teaching they perform in the mentor sessions (6 hours/week), meeting with faculty to plan mentor sessions (approx. 1
DRAFT - Updated Fall 2011 | 6

hour/week), preparation for mentor sessions, reading all course materials, and student contact and communication as needed.

- Participating in and complete all required mentor professional development activities, including CBLs (3 steps per term), mentor retreats (1 per term), professional goal setting, and ePortofolio assignments.

- **UG Peer Mentors do not handle any grades for the course, but are expected to evaluate student participation in the mentor sessions and track attendance for faculty in both main and mentor sessions.**

*Graduate Peer Mentors* are contracted as PSU GTAs (Graduate Teaching Asst.) to:

- Work up to or averaging 10 hours per week per course and their stipends are based on their attending main sessions, the teaching they perform in the mentor sessions, grading a small amount of student coursework generated in mentor sessions, and attending ongoing mentor development sessions. As a result, assuming responsibility for leading main class sessions and taking on large amounts of course grading or writing and grading tests are outside the purview of the graduate mentor contractual agreement. That said, one objective of the GR Peer Mentor Program is to provide GR students with opportunities to further their professional development. Thus, exceptions to the above guideline regarding GR Peer Mentors leading main class sessions or grading can be made if done so with the specific intention of enhancing the mentor’s professional development. For example:
  - GR Mentors may take responsibility for one or two main class sessions in a term on topics related to their area of expertise. In this case, the faculty partner should work closely with the mentor in developing lesson plans for such classes.
  - It may be appropriate for a GR Mentor to participate in the grading of a major assignment (such as a research paper) but this should only be undertaken when the faculty partner is willing to work closely with the GR Mentor to discuss grading practices and expectations. In such cases, the faculty member should also participate in grading the assignment. It is also important that the GR mentor’s contract hours be respected so that grading does not exceed averaged amounts of time they work throughout the term nor interfere with their own classes.

As a general rule, the Director of Mentor Programs should be advised of any work (e.g., grading or leading of main class sessions) that is outside the GR Peer Mentor contractual agreement. The Director of Mentor Programs will keep track of these activities for the purpose of writing detailed letters of recommendation.

**Mentor Skills List**

Mentors have been trained specifically in the following areas:

1. Elements of the writing process (e.g., idea generation, thesis construction, drafting, editing logs, peer editing techniques, citations, plagiarism, and using the Ways of Writing text)
2. Critical reading
3. Basic quantitative literacy (data recording, simple interpretation, and graphing)
4. Facilitating small group discussion
5. Facilitating group work and techniques for active learning and engagement
6. Unpacking assignments and understanding course materials of faculty
7. Basic library research
8. ePortfolio technology and methodology

Mentor Responsibilities

1. Attend and prepare for all class sessions led by assigned faculty partners
   a. Come to class prepared and on time.
   b. Take attendance in main session and keep accurate records for faculty.
   c. Read all course materials in advance to be knowledgeable.
2. Assist in the main class as discussed and agreed on by both the faculty partner and mentor
   a. Role model appropriate student behavior in the classroom.
   b. Actively participate in class discussions and activities, or as faculty partner prefers.
   c. Participate in other ways as defined by faculty partner and mentor within appropriate limits.
3. Lead all mentored inquiry sections linked to the main class session and track attendance of students
   a. Develop plans for mentored inquiry with faculty partner or by their direction.
   b. Utilize resources for ideas and input for mentor section, aligning class with main session.
   c. Consult staff as needed to be able to coach students for presentations, research, etc.
4. Provide informal coaching, advising, and referral for students within appropriate limits
   a. Peer Mentors must recognize their strengths and limits within the role.
   b. Refer students directly to campus resources as needed and in a respectful manner.
   c. Exercise appropriate professional boundaries at all times with students and faculty.
5. Provide feedback to students on their work in the main class and the mentor section
   a. Provide faculty partner with input on students’ performance and engagement as related to the mentor session.
6. Meet with faculty partner and/or theme team a minimum of 1 hour/week to:
   a. Plan curriculum for the mentor sessions and review main session plans.
   b. Discuss progress of individual students in the course.
   c. Discuss course progress, successes, and challenges.
7. Create and utilize professional materials for mentor session teaching and learning. Create clear and equitable expectations for students.
   a. Offer and prepare materials in multiple formats when possible as well for an inclusive classroom. Examples include:
      i. Daily lesson plans
ii. Clear session goals
iii. Daily agenda
iv. Readable handouts
v. A mentor session syllabus that aligns with faculty main sessions
vi. Names and numbers of important campus resources

8. Deal with problems with students, faculty partners, and the program in a timely, constructive, and direct manner, seeking assistance from the Director of Mentor Programs when necessary
   a. Alert faculty partner when encountering a problem with a student.
   b. Review handbook details for working safely in “crisis/disruptive” moments (e.g., professional language for addressing behavior, removing student from mentor session with repeated behavior, utilizing SHAC/C.A.R.E./Campus Safety resources when necessary, and alerting faculty and mentor director to situation).

9. Be knowledgeable about the PSU Code of Conduct as a mentor and student
   a. Examples of inappropriate conduct at PSU related to mentoring include:
      i. Sexual harassment (e.g., inappropriate comments, offensive or discriminatory language, flirting with or dating students)
      ii. Discrimination of any kind (e.g. sexist/racist/homophobic slurs and other hateful remarks)
      iii. Consumption of alcohol or drugs while on campus, while mentoring or at mentoring or class-sponsored activities
      iv. Acting inappropriately toward other mentors or university staff

10. Arrange a substitute for a missed class when possible
    a. Generally, mentors with advance notice will email other mentors or the listserve to seek a substitute. This works best when available mentors are helpful to others who may need to do this.
    b. Provide substitute with a lesson plan and have discussed it with them in advance
    c. Mentors who experience an emergency are asked to call the front desk of 117 Cramer Hall at 503.725.5890, as well as contact the faculty partner.

**Mentor Session Attendance Tracking**

Mentors support student retention and success by providing a basic tracking of attendance. Attendance directly correlates with student success outcomes, which is one of the UNST goals. Mentors typically track attendance in main session for the faculty partner per the agreed arrangement, as well as discuss the outcomes on a weekly basis in their team meetings. Mentors track attendance in all mentor sessions, develop ways to keep these formal records, and provide feedback to faculty. Mentors also follow up with students who miss multiple mentor sessions in a meaningful, direct, and supportive way to ensure students are acknowledged and recognize their importance as peers involved in the sessions, which are designed to support the UNST learning
community model. In the case of where a student is unreceptive or unresponsive to the mentors suggestions and communications, the faculty partner may need to intervene.

Attendance-Tracking Procedures

1. Mentors and faculty will discuss attendance in their weekly meetings.
2. Mentors will formally log attendance in two ways: (a) for main session as faculty prefer to have records of it, and (b) in all mentor sessions in some form as works for the mentor (templates may be provided or a personal system of tracking may be used). Attendance records should be kept and available if needed.
3. Mentors may be asked by UNST Support Staff to provide feedback about their experiences with mentor session attendance and interventions used as well as any results.
4. The Director of Mentor Programs will provide updates and proactive options for mentors to encourage attendance and notify students who miss mentor sessions. (Examples: Emailing students after two absences with a “how-are-you-doing” kind of note, a phone call to a student missing a week or more, discussing student attendance in mentor session with faculty, etc.)

Mentors may periodically be invited to participate in a UNST focus group to share their observations regarding attendance in mentor session and effective intervention methods used which increased student involvement.

Disabilities Resource Center Statement:

All syllabi should have a statement inviting students with disabilities to make their need for accommodations known.

Example of an appropriate statement:
"Accommodations are collaborative efforts between students, faculty, and the Disability Resource Center. Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately."

IMPORTANT: When a student approaches the mentor or faculty partner with a request for accommodations, they should be asked if they are registered with the DRC to ensure eligibility for services. If the student is not registered with the DRC, refer them to the DRC office to inquire about service eligibility. Mentors and faculty partners may ask the student about the types of accommodations that are needed, but must not ask specific questions regarding the diagnosis, and must not ask to see the student’s documentation of his/her disability. Students are required to self-identify and request accommodations to be eligible for services.

For more information, visit drc.pdx.edu
Electronic Communication

All UNST Peer Mentors are responsible for checking the official streams of program communication on a daily basis and remaining informed and updated. These are:

- Peer Mentor Listserves and Program News and Updates (peermentors@lists.pdx.edu, gradmentors@lists.pdx.edu)
- Peer Mentor Website (http://www.mentors.unst.pdx.edu)
- Mentor Program Director Updates or Mentor Publications (e.g., Gazette)

Listserves

There are two mentor listserves, one for UG Peer Mentors (peermentors@lists.pdx.edu) and one for GR Peer Mentors (gradmentors@lists.pdx.edu). As part of the job requirement, all mentors are required to read emails received from these listserves, and from other members of the UNST office. It is through these listserves that the Director of Mentor Programs announces important job-related information and expectations. To avoid overwhelming mentor inboxes, the listserves are reserved for business only, meaning that no emails about parties or advertisements for roommates are allowed; these items are more appropriately suited for the bulletin board in the Mentor Office.

Mentor Website

The Mentor Program Website is used to share professional and official information pertinent to mentoring, such as lesson plans and workshop opportunities. The Mentor Website can be reached using the following URL: www.mentors.unst.pdx.edu. All mentors are required to complete their profiles on the website as part of their professional development and community relations expectations. Components of the profile which mentors are required to complete are uploading a photo, filling out the biographical section, and including their pedagogy. Mentors should check and use the site regularly. Like the listserves, the website is to be used for work-related items only.

Mentor Program Updates and Publications

The Mentor Program Director publishes frequent updates on the website under the News link. These updates are weekly and term-sensitive briefs, and mentors should read these regularly and are responsible for all content. At times mentors also create and post publications, such as newsletters or blogs that will inform mentors about relevant teaching or campus resources related to mentoring. Mentors can receive CBL credit for participating in these opportunities.

General Computer and Email Use

Faculty and mentors are expected to follow the PSU Computer and Network Acceptable Use Policy as found on the Office of Information Technologies website, http://oit.pdx.edu. This acceptable use policy governs the use of computers and networks at PSU. As a user of these resources, mentors are responsible for reading and understanding this document. For further information, please contact PSU’s Help Desk at 503.725.HELP.
Faculty Responsibilities

FRINQ Faculty Responsibilities

1. Lead all main class sessions and work with the mentor in defining their role in mentor sessions. Please note: UG Peer Mentor leadership awards are based on the teaching they perform in the mentor sessions. UG Peer Mentors are typically not to teach during the main class with two exceptions:
   a. Mentors may show a film/video during a main session if faculty must be absent from class for a pre-planned event (e.g., conference). This should be discussed ahead of time.
   b. Mentors may occasionally help facilitate an activity in main class as part of their professional development and with faculty support or guidance. Although they are not specifically paid for doing main session teaching, it can contribute to their own development if focused and supported by the faculty partner and if the mentor agrees to do it.
   c. Mentors should not be viewed or treated as substitutes for class sessions that should be formally canceled, such as in the event of an illness or other absence. Faculty should contact the main office in Cramer Hall 117 if this arises, so they can arrange a proper substitute.

2. Work with mentor to develop curriculum for mentor sessions and provide guidance
   a. Mentors have varying levels of experience and have participated in trainings. As mentors become more experienced, faculty partners may find that they can function independently and with great capacity and creativity in their role in terms of session planning. However, it is most important that mentor sessions align in some way with the primary goals, skills, and outcomes of the main class.
   b. New mentors especially appreciate support in their professional development to become great mentors. Therefore, faculty partners should ideally do one or a combination of the following as the mentor’s skills emerge and evolve with practice:
      i. Provide curriculum or clear guidance for mentor sessions and/or
      ii. Discuss and approve mentor-generated curriculum and/or
      iii. Work together to develop mentor session curriculum and/or
      iv. Allow the mentor to develop curriculum independently and with autonomy

3. Assist mentors in learning to assess students’ work in the mentor session.
   i. Please note: UG Mentors are NOT allowed to grade in main session or for main session assignments. However, mentors frequently create mentor session assignments and give feedback on these activities, such as writing, journals, or other participatory activities. They will also keep track of participation and attendance. Faculty partners should communicate to the mentor (and students) what percentage mentor session attendance is within the total course grade, and this will help guide them as well.

4. Meet with mentor a minimum of one hour per week to:
a. Plan curriculum for mentor sessions  
b. Discuss progress of individual students in the course  
c. Discuss course progress, successes, and/or challenges  

5. Give mentor desk copies of texts and course rosters (minus FERPA info) before the first day of the term  

6. Communicate directly with mentor in a fair, direct, constructive, and respectful way about any classroom or mentor session issues of concern or successes  

7. Provide feedback for professional development. Faculty partners are expected and encouraged to provide ongoing, specific feedback as well as an end-of-term evaluation for the purposes of mentor development and evaluation  

**SINQ Faculty Responsibilities**  

1. Lead all main class sessions and work with mentor in defining her/his role in the mentor session.  
   a. Please note: GR Peer Mentor stipends are based on the teaching they perform in the mentor classrooms. Please see previous sections for notable exceptions.  
   b. **GR Mentors are typically not to teach during the main class session with two exceptions:**  
      i. Mentors may show a film/video during a main session if faculty must be absent from class for a pre-planned event (e.g., conference). This should be discussed ahead of time.  
      ii. Mentors may occasionally lecture or help facilitate an activity in main class as part of their professional development and with faculty support or guidance. Although they are not specifically paid for doing main session teaching, it can contribute to their own development if focused and supported by the faculty partner and if the mentor agrees to do it.  
   c. Mentors should not be viewed or treated as substitutes for class sessions that should be formally canceled, such as in the event of an illness or other absence. Faculty partners must contact the main office in Cramer Hall 117 if this arises so they can arrange a proper substitute.  

2. Work with mentor to develop curriculum for mentor sessions or provide guidance. Mentors have varying levels of experience and have participated in trainings. As mentors become more experienced, faculty partners may find that they can function independently and with great capacity and creativity in their role in terms of session planning. However, it is most important that mentor sessions align in some way with the primary goals, skills, and outcomes of the main class. New mentors especially appreciate support in their professional development to become great mentors. Therefore, faculty partners ideally should do one or a combination of the following as the mentor’s skills emerge and evolve with practice:  
   a. Provide curriculum or clear guidance for mentor sessions and/or  
   b. Discuss and approve mentor-generated curriculum and/or  
   c. Work together to develop mentor session curriculum and/or
d. Allow the mentor to develop curriculum independently and with autonomy.

3. Assist mentors in learning to assess students’ work in the mentor session.
   a. Please note: GR Mentors are NOT supposed to grade in main session or for main session assignments (see previous sections for exceptions and discussion). Being a mentor is a supportive role; however, mentors do create mentor session assignments and give feedback on class activities, such as writing, journals, or other participatory activities. They also keep track of participation and attendance. Faculty partners should communicate to the mentor (and students) what percentage mentor session attendance is within the total course grade, and this will help guide them as well.

4. Meet with mentor a minimum of one hour per week to:
   a. Plan curriculum for mentor sessions.
   b. Discuss progress of individual students in the course.
   c. Discuss course progress, successes, and/or challenges.

5. Give mentor desk copies of texts and course rosters (minus FERPA info) before the first day.

6. Communicate directly with mentor in a fair, direct, constructive, and respectful way about any classroom or mentor session issues of concern or successes.

7. Provide feedback for professional development. Faculty partners are expected to provide ongoing, specific feedback as well as an end-of-term evaluation for the purposes of mentor development and evaluation.

**Mentor/Faculty Partner Meeting Checklist**

*Things to discuss*

1. How to best contact each other, and communication preferences
   a. Email
   b. Telephone
   c. Emergencies (illness, etc.)
2. Weekly meetings (the program expectation of faculty and mentors is at least once a week for one hour)
   a. When?
   b. Where?
   c. What?
3. Attendance policy Does attendance count in the grade?
   a. Who will record attendance?
   b. Preferred method for taking attendance?
4. The role of the mentor in the classroom
   a. Where should mentor sit?
   b. Role of the mentor: active participant, “teacher’s aide,” active contributor?
   c. Can role be renegotiated throughout the term?
d. How will faculty/mentor deal with disruptive students in class and in mentor session?

5. The purpose of mentor session
   a. Skill acquisition? (Esp. writing and technology goals)
   b. Furthering discussions of main session content?
   c. Activities that help complete assignments?
   d. Community building?

6. Planning mentor sessions
   a. How will mentor sessions be planned? (mentor planned, faculty planned, mutually planned)
   b. How should plans for mentor session be communicated?

7. Grading
   a. Clarify who will do what when
   b. What is the grading procedure? (Recall: Mentors do NOT grade anything for main class.)
   c. What will the grading criteria be for mentor session assignments?
   d. Will students be provided grading criteria before completing assignments?
   e. Is there a grading rubric for each assignment?
   f. How will grades for mentor session be handled?
   g. What percentage of the grade does it count for?

8. Class field trips or other off-campus class activities
   a. Responsibility and limits of mentor (not to be liable for transportation or off-site activities outside of scheduled mentor and main session hours)

9. Student concerns
   a. Communicating with students about problems? How?
   b. Students with disability accommodations
   c. Best protocol for handling students in crisis or who are disruptive

10. Take time to discuss your working and learning styles.
    a. Lecture style, hands on activities, etc.
Faculty-Mentor Evaluation Form

Each term the Mentor Director will send a mentor evaluation form to faculty. Faculty partners voluntarily provide feedback to the Director in both open and confidential formats.

**Purpose:** The form serves at least three distinct purposes:

- First, it is intended to give the Mentor Director and Mentor Hiring Committee feedback on job or leadership/service performance.
- Second, this form will be used by the Mentor Director for writing letters of recommendation to future employers, graduate schools or for other positions.
- Third, the Mentor Director may use the information contained in this form for programmatic evaluation.

We encourage you to share this evaluation directly with your mentor and/or to contact the Mentor Director to review any outcomes of your evaluation or other issues of concern related to the mentor’s performance. Please consider using constructive language and terms for providing your feedback in both portions of this form, including a portion that can be shared openly with mentors.

Your Name:
Course:
Mentor:

PRIVATE FEEDBACK FOR MENTOR DIRECTOR ONLY (Pages 1 and 2):

1. Did the mentor fulfill the basic job responsibilities?
   - Yes___ No ___ Attend all class sessions.
   - Yes___ No ___ Lead all Mentor Sessions.
   - Yes___ No ___ Prepare for classes by reading class materials.
   - Yes___ No ___ Work with you to develop mentor session curriculum.

2. Did you meet with the mentor once a week? If not, why not?

3. What strengths does this mentor possess that have contributed to student learning?

4. What, if anything, do you think the mentor could work on to improve her or his work with students?
5. What, if anything, do you think the mentor could work on to improve his or her work with faculty members?

6. How well do you feel you understand the role of the mentor in University Studies classrooms?

- Very well ______
- Well ______
- Somewhat ______
- Not very well ______

Comments:

7. On a scale of 1 to 5 how would you rate this mentor for rehiring purposes?

<table>
<thead>
<tr>
<th>1 Exceptional</th>
<th>2 Very Good</th>
<th>3 Average</th>
<th>4 Below Average</th>
<th>5 Poor</th>
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Comments:

8. On a scale of 1 to 5 I would rate this mentor’s performance overall as:

<table>
<thead>
<tr>
<th>1 Exceptional</th>
<th>2 Very Good</th>
<th>3 Average</th>
<th>4 Below Average</th>
<th>5 Poor</th>
</tr>
</thead>
</table>

Comments:

(please also see next page ...
Please repeat

Your Name:
Course:
Mentor:

OPEN COMMENTS AVAILABLE FOR SHARING WITH MENTOR:
The Mentor Director requests to be able to share some comments with mentors directly in both positive and constructive areas to continue to improve and recognize performance. Please offer things that may help the mentor grow in any area, and this may be shared openly with the mentor upon request.

Observed areas of mentor strengths:

Observed areas and possible steps for ongoing improvement:

General Comments to Mentor:
Program & Policies

Official information that all mentors need to know and are responsible for.
About University Studies

Freshman Inquiry

Freshman Inquiry (FRINQ) forms the foundation of the UNST program. This year-long course introduces students to PSU’s general education goals and to the opportunities available at this university. FRINQ courses are developed by faculty teams from varying academic departments and focus around different thematic topics, such as global democracy, the formation of identity, and art history. These faculty teams strive to help students understand multidisciplinary approaches to the chosen theme. Each faculty member is paired with a UG Peer Mentor who leads the smaller mentored inquiry sessions. Classes include lecture, group dialogue on course content, student-led discussions based on homework assignments, and creative opportunities to challenge and expand thinking.

FRINQ follows a sequential order, so classes and mentor sessions meet at the same time during each of the three terms, and students stay with each other through the entire year. Generally, classes are small, with less than 40 students per class.

The completion of a FRINQ series is worth 15 total credits; therefore, classes are 5 credits per term.
Sophomore Inquiry

In Sophomore Inquiry (SINQ), students continue to build communication skills through class dialogue, individual and group presentations, and writing/research projects. Emphasis on the human experience, inquiry and critical thinking, and ethical and social responsibility is continually integrated into the curriculum. SINQ is an opportunity to explore topics of interest that are different from, yet complementary to, the students' majors. It is through these three courses that students choose their area of interest for further exploration at the Upper Division Cluster level. Students are not limited as to when they take the SINQ courses or how many they take per term.

Each SINQ has once-per-week mentor sessions, led by a GR Peer Mentor or a highly experienced UG Peer Mentor.

Each SINQ course is 4 credits, for a total of 12 credits counted toward the UNST requirements. All students who began UNST with FRINQ are required to take three SINQ courses. Transfer students are required to take one, two, or three courses depending on the number of transfer credits they have the term they are admitted to PSU.

Upper Division Cluster

Coursework at the Upper Division Cluster level expands and advances the subject matter that was established during one of the student’s SINQ courses. Unlike FRINQ and SINQ, mentor sessions are not associated with the Upper Division Clusters. It is here that the student puts into practice the skills that were developed during the previous two years.

These courses are offered through a variety of departments and represent an array of disciplines, so each student may design their own individualized program in order to better complement their educational goals.

Most Upper Division Cluster courses are 4 credits, but some are 3 credits. A total of 12 credits must be taken to fulfill this portion of the UNST requirement.

Senior Capstone

In the Senior Capstone courses, students bring together their collection of talents and variety of knowledge to create a cooperative learning community. These courses are designed to take the student out of the classroom and into the community where they can pool their skills to work on a community project. Students work with their faculty member as well as community leaders to understand and create solutions for topics that affect them as citizens.
There are no mentor sessions for Senior Capstone courses. Senior Capstone courses are 6 credits each and, depending on the course, may extend over one, two, or three quarters. Senior Capstone courses are offered only to seniors. Nonetheless, students may take their Capstone during their junior year in rare cases.

**Professional Standards**

Faculty and mentors are expected to follow PSU’s Professional Standards policy: http://www.pdx.edu/dos/codeofconduct

**Purpose**

The purpose of this policy is to establish and clarify guidelines for the professional workplace conduct of faculty, staff, administrators, and students; and to provide direction to available resources.

Mentors are expected to abide by the definitions and descriptions found in PSU’s equal opportunity policies, non-discrimination policy, sexual harassment policy, policies concerning people with disabilities, policies concerning veterans, or any other policy prohibiting harassment because of an individual's membership in any protected class or grouping of people.

**Definition of Harassment**

The harassing behavior may be physical, verbal, or nonverbal; and can be between individuals, be a group targeting an individual, or be an individual targeting a group and it can be between all types of employees.

*Harassment, includes, but is not limited to:*

- Verbal or physical conduct by an individual based on an individual's age, disability, national origin, race, color, marital status, religion, sex, veteran status, or sexual orientation that substantially interferes with or prevents a person from conducting his or her customary or usual affairs, puts that person in fear of his or her safety, or causes the person to suffer actual physical injury

- Conduct less than a physical attack or interference with a person that is unsolicited and unwelcome, such as a verbal threatening action, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making verbal threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's property, or other such action(s) that unreasonably interfere(s) with normal function of, or participation in, a job, course of study, program or activity.
Threatening or violent behavior: (a) an act or conduct which subjects a person to bodily danger or physical harm or to the likelihood of bodily danger and physical harm; or (b) to require, authorize, or permit that a person be subjected to such conduct or act.

Examples of professional standards for mentors, including but not limited to the following:

1. Mentors are not to date their students or faculty partners
2. Mentors will not meet with students at a bar
3. Mentors must be polite and courteous with students, faculty, peers, and staff
4. Mentors will keep their cool and respond calmly to those who appear upset

Comprehensive PSU Policy Link: http://www.pdx.edu/fadm/internal-management-directives
Employment Policies

Benefits and Compensation

Tuition Remission

All mentors are responsible for paying student fees (e.g., student health, technology, athletic, and class fees, etc).

Undergraduate Peer Mentors: Tuition remission is paid through the Oregon Laurel Scholarship program and reimburses students ONLY at the in-state rates. (Please see note of exception in this paragraph for out-of-state and international students who are charged differently at PSU.) The UNST Accountant will automatically process UG Peer Mentor remissions as long as they are registered for, maintain, and pass 12 credits per term. These must all be taken as PSU undergraduate-level credits. The scholarship pays the dollar amount of in-state tuition for 12 credit hours, which covers remissions (not including fees) for all in-state UG mentors. UG Mentors who take more than 12 credits per term are responsible for paying for the additional credits and fees beyond the 12 covered by the mentor remission. UG Peer Mentors passing fewer than 12 credits in a term will have their remission automatically prorated. This will be monitored several times during each term by the UNST Accountant and PSU Financial Offices.

NOTE for UG Out-of-State and International Mentors Only: Out-of-state student UG mentors and international student mentors are personally responsible for paying the tuition differences that PSU assesses for these students, which is higher than in-state residents of Oregon. In other words, they will receive remission only for and covering the in-state amount and portion of tuition up to 12 credits. They must cover the remaining amount.

Graduate Peer Mentors: Graduate Peer Mentors are contracted by UNST and PSU as Graduate Teaching Assistants. The Graduate School of PSU maintains and oversees all policies and procedures for GA Assistantships at http://www.pdx.edu/ogs/graduate-assistants-terms-appointment. The UNST Accountant will automatically process GR Peer Mentor remissions as long as they are registered for, maintain, and pass 9 graduate-level credits. Most UNST Graduate Mentor appointments are for .25 FTE covering 9 credits (one SINQ per term); however, if a GR mentor is appointed for .35 FTE or more (e.g., UNST GR Peer Mentors may also be able to mentor for .49 FTE only if second SINQ assignments become available during a term), their remission will cover 12 graduate-level credits. The remission pays the dollar amount of in-state tuition for 9 GR-level credits. Out-of-state student mentors, international student mentors, or GR mentors who take more than 9 credits per term, are responsible for the tuition differences, if applicable. However, becoming a GR mentor typically allows a GR student to be assessed at the in-state tuition levels at PSU according to GA School policies.
Getting Your UG Award or GR Stipend and Remission

UG Mentors receive the PSU Student Leadership Award in one lump sum during week 1 of the term, and GR Mentors receive a stipend (GTA appointment) at the end of each month (starting in October) in addition to all remissions being applied to their accounts at some point between week 1 and week 3 in the term, depending on their status. All UG and GR Mentors are personally responsible for working with the PSU Financial Aid office separately to coordinate all awards, monies, and scholarships. UNST can only apply remissions and activate awards when UNST can formally offer its mentorships each term (late in the term) and is not responsible for the interaction of a student’s personal and financial situations at PSU. Mentors should also report to UNST any other scholarships they receive from PSU to coordinate the shared application and delivery of the remissions across departments, which is the job of the UNST Accountant and other department accountants.

Undergraduate Peer Mentors receive the leadership award (University Student Leadership Service Award) portion of their mentorship one time per term, during week 1, applied by the UNST Accountant and Financial Office. They also will have the mentor portion of their tuition remitted via the same week and system. They will receive a URL electronic link with details about accepting the award by week 1, and UG mentors will review Terms & Conditions and Statement of Confidentiality information. The award is separate from the tuition remission but managed in this single system, and the award portion itself totals $1,260 per term (equivalent of $420 per month for 3 cycles at PSU). The remission is above that at 9 credits per term. If, at any time, the UG mentor does not meet her or his terms and conditions for receiving the mentorship award and remission, the Director and UNST Accountant can revoke or prorate any items necessary where a mentor has not fulfilled all of the duties and responsibilities. The award portion does not impact the amount of financial aid a student can receive.

All UG mentors are paid remission at the standard UG Base Tuition Rate at PSU. If a department or program major charges more than the standard base rate (e.g., Engineering, Business, Fine Arts), the base rate is remitted by UNST with the UG mentor responsible for charges beyond this standard rate. At certain times and only depending on budgets each year, UNST may decide to cover the additional remission.

If a UG Mentor receives another award at PSU in the form of a scholarship for tuition remission and wishes instead to accept that scholarship instead (to have remission monies paid by the other department), the mentor may be eligible in UNST for an increased stipend (up to $575 per month award equivalent) instead of the remission portion. All mentors MUST discuss scholarships with the UNST Accountant.

Graduate Peer Mentors receive their first full paycheck as a stipend managed by PSU Human Resources at the end of October and their last full paycheck at the end of June. Graduate mentors can elect for direct deposit of funds or a hard copy of their paychecks and must set up with the HR payroll...
system to be paid. If the last day falls on a weekend, stipends will be available on the last Friday of the month. Mentors can fill out a Direct Deposit form from at the Human Resources Office. GR Mentor receive Level 1 GTA pay at $535 per month. All mentors are always paid at the Level 1 by UNST for all levels, degree statuses, and years served.

All GR mentors are paid remission at the standard GR Base Tuition Rate at PSU. If a department or program major charges more than the standard base rate (e.g., Engineering, Business, Architecture), the standard base rate is remitted by UNST with the GR mentor responsible for charges beyond this standard rate. At certain times and only depending on budgets each year, UNST may decide to cover the additional remission.

**Financial Aid and Scholarships**

Tuition remission, regardless of the form, can affect financial aid. Mentors should contact the Financial Aid office in the lobby of Neuberger Hall or call 503.725.3461 for additional information.

GR stipends, however, do not count against current financial aid because it is taxable income. UG Awards also do not count again aid amount eligibility.

UG Peer Mentors who receive another scholarship that covers tuition must tell the Director of Mentor Programs. In place of the Oregon Laurel Scholarship, they may receive an additional stipend.
Eligibility and Rehiring

All hiring in UNST is based directly on the availability and existence of FRINQ and SINV courses each term. These numbers may vary and change as late as the first week of the term based on PSU enrollment policies, and the Director of Mentor Programs will make assignments based on need and UNST directives for positions that can be offered to mentors. All mentors must maintain their own eligibility status for rehiring each term. Policies for UG Peer Mentors differ from GR Peer Mentors as noted below.

Undergraduate Peer Mentor Eligibility

UG Peer Mentors must enroll, maintain, and pass 12 credit hours per term at a term-by-term minimum GPA (for each term’s posted grades) of 3.0. The overall GPA must also never fall below 3.0 for a mentor to be eligible. This GPA requirement is directly linked to the tuition scholarship, which is based on merit and not need. Failure to meet these requirements will jeopardize a mentor’s position (see also “disciplinary procedures.”) Based on the discretion of the Director of Mentor Programs, mentors who fall below a 3.0 GPA may be given one term to improve their academic standing in order to remain and continue on as a mentor.

UG Mentors must receive grades for all 12 credits. An I (Incomplete), M (Missing), or X (no basis for grade) are not acceptable and will jeopardize a mentor’s status because it does not meet the Terms & Conditions for receiving a mentorship. Mentors must report all ineligible grades to the Mentor Director to determine what can be done, and they are required to provide documentation to the UNST Accountant and Program Director where a situation can be fixed and grades can be reported by week 1 of each new term.

UG Mentors must also maintain a 3.0 and completed grades for all summer terms where they attend and wish to continue mentoring in fall even when or if they do not mentor for summer term.

Graduate Peer Mentor Eligibility

GR Peer Mentors must complete a minimum academic load of 9 graduate-level credit hours per term, and maintain a minimum 3.0 GPA all terms. Mentors should refer to the Graduate Student Assistantship Policies through their graduate school, since they mandate the requirements to receiving stipends and remissions. UG credit does not apply toward the minimum credit requirement unless it is for a course required to graduate (e.g., language requirement). GR Peer Mentors are considered Graduate Assistants (GAs) at PSU and as such must follow all the requirements of the Office of Graduate Studies. If there are any problems, mentors should talk with the Director of Mentor Programs and the Office of Graduate Studies as early as possible. Graduate Assistantships will be lost or GR Mentors will be put on an “Academic Warning” by the PSU Graduate office if mentors do not meet the requirements. Refer to GA policies for further information: http://www.gsr.pdx.edu/ogs_gradassists.php
Rehiring Mentors

Rehiring does not occur automatically. All appointments are competitive and subject to the needs of UNST and final hiring decisions made by the UNST Mentor Director and UNST Director. All mentors must notify the Director of Mentor Programs of their intention to continue mentoring for the following year by **February 1st or in the Mentor Census that will be sent out electronically in January early in the term.** Mentors will be evaluated based on academic and performance status, faculty evaluations, ePortfolio, and CBLs. Rehiring does not officially occur until late in summer term, when UNST courses are determined and PSU enrollment requirements and minimums are satisfied.

**Academic Status Check**

Each term, the UNST Accountant and the Director of Mentor Programs are required to check all grades, term and overall GPA status, and numbers of credits at registration and during the term. Term GPA need to be 3.0 or higher in order to continue mentoring. For UG Peer Mentors, if their term GPA drops below 3.0, they will receive a formal warning and will have one term to raise their term GPA to a 3.0 or higher; this is called an “academic watch” period. During this period, if they fail to reach a 3.0 term GPA they will lose their mentor position. GR Mentors follow GA policies.

Because the tuition remission is merit based and depends on officially posted grades, no grades of X, M or I are acceptable and must be cleared immediately.

**Other On-Campus Work**

*Undergraduate Mentors* CANNOT work more than 130 hours on campus in any pay period (~30 days) according to a PSU policy. The UG mentor position, however, is a service award and not considered employment. It does not count against these totals, so mentors can work outside of mentoring at PSU.

*Graduate Mentors* CANNOT work more than .49 FTE (approximately 19 hours per week) on campus according to a PSU policy. This includes the total of all their appointments combined. GR mentors working in one course are .25 FTE, or .49FTE for two courses.

**Confidentiality**

Faculty partners have full discretion as to whether or not they choose to share confidential information, such as student’s grades, with mentors. All mentors sign a confidentiality statement and are responsible for FERPA standards of conduct. Review:  
http://www.pdx.edu/registration/ferpa-tutorial-intro

Mentors are obligated to immediately report any concerns about the physical or emotional safety of
students to their faculty partner. Mentors must use discretion when sharing sensitive student information with other mentors. It is never acceptable to publically discuss a student or share student names with another mentor, student, friend, or family member.

Both faculty and mentors are also obligated to follow PSU’s Confidentiality Policy: www.pdx.edu/registration/student-records-privacy. Release of student records at PSU is governed by federal law (FERPA), the Oregon Revised Statutes, and by the Oregon Administrative Rules. It is never appropriate for a mentor to give out a student’s information to anyone. If information is requested, the request should be denied. Refer all inquiries from civilian and law enforcement officials directly to:

Office of Admission, Registration, and Records
104 Neuberger Hall
724 SW Harrison Street
PO Box 751
Portland, OR 97207
503-725-3511

Absences

In the event that a mentor would like to take a planned absence from mentor session, they must discuss the matter with their faculty partner as far in advance as possible in order to arrive at a mutually agreeable solution. Mentors must try to find substitutes to take their place in the event of such absences. Mentors should only use other trained and current mentors as substitutes for mentor session, and the substitution must be voluntary. They may post the mentor list serves in advance when they are in need of a substitute and provide a full lesson plan plus materials for the sessions missed. This substitution must also be approved by the Mentor Director. Substitutes are acceptable for such things as illnesses, observed religious holidays, pre-approved academic or program events, professional events (e.g., professional conference), or related activity. These should not be used to take early vacation, visit family or friends, or to provide time off from mentoring.

In the event of an unplanned absence (e.g., emergency or illness), mentors should do the following:

1. Contact their faculty partner as soon as they know they are going to miss class so that they can work out a plan for the students.
2. Notify the UNST Office (503.725.5890). It is important that mentors do not leave a message, rather, that they speak directly to a person. If a mentor must cancel mentor session, they should ask the UNST Administrative Assistant to post a sign outside of their mentor lab and notify the Director.
Disciplinary Process

If it is determined that a UG or GR Peer Mentor is not fulfilling the academic, performance, and conduct expectations of the position, s/he will engage in the following process with the Director of Mentor Programs.

Academic Status Issues Procedure

Academic status issues occur by failing to achieve the required academic standards of the program (see Eligibility and Rehiring), or receiving poor faculty and student evaluations. The process differs slightly between UG and GR mentors (as GR mentors primarily will follow official PSU GA policies).

Undergraduate Mentors: A mentor who fails to meet academic requirements during a term (i.e., a minimum of 3.0 GPA) or performance and conduct standards may be put on a one-term “improvement term” known as an “Academic Watch” and will be notified by the Director of Mentor Programs. If a mentor’s situation does not warrant the improvement opportunity, then the Director may also make this determination by not offering this option and discontinuing a mentorship (e.g., the performance is all “F” grades for a term). If a mentor who is approved for an “Academic Watch” does not improve this academic eligibility/status issue by the end of the following term, then the mentor’s position will be terminated and not renewed at any future point in time. This is a strict, non-negotiable requirement because the mentorship’s Oregon Laurels Scholarship and monetary remuneration system is based on merit (GPA term by term and 12 credit completion).

Performance Issues Procedure

Performance-related issues arise from failure of the mentor to achieve expectations related to work in mentor sessions, such as receiving poor faculty and student evaluations. This is typically a 3-step process, depending on the impact and nature of the issue (to be determined at the Director of Mentor Programs’ discretion if all 3 steps are warranted).

Step 1: A mentor whose mentoring performance (e.g., work in mentor sessions, with faculty, and with students) will be granted a formative and educational opportunity with the Director of Mentor Programs to discuss the mentor’s future and strategies for success. This is considered Step 1, an informal warning, and will be recorded in the mentor's record. In this step, the Director of Mentor Programs will request a “Step 1 Mentor Performance Meeting” with the mentor to openly discuss the issues toward a mutually beneficial solution.

Step 2: If a performance issue is determined to be an issue and if the mentor does not improve this performance issue by the end of the subsequent term as discussed in Step 1, then the mentor will
receive a “Step 2 Final Warning” from the Director of Mentor Programs, which is a notice of probation. The mentor has one final term to improve a Step 2 level issue or Step 3 (termination) will result. This will be put in writing in the mentor’s file.

**Step 3:** If Steps 1 and 2 do not bear improvement to the satisfaction of the Director of Mentor Programs, then the mentor will be terminated. This will be put in writing in the mentor’s file.

*PLEASE NOTE: The Director of Mentor Programs has full discretion to determine each issue on a case-by-case basis as to its merits for this process. If the issue is extreme, for example, then the process may begin at Step 2 due to its nature or could result in Step 3 if it is severe and detrimental in nature.*

**Conduct Issues Procedure**

First, all Peer Mentors MUST adhere fully to all PSU Student Code of Conduct Issues. They have also signed the Confidentiality Statement regarding release or sharing of student records. Mentors are fully responsible for these and are subject to PSU policies for conduct and violation of these items.

In the Peer Mentor Program, conduct related issues involve inappropriate and/or unprofessional behavior towards students, faculty, staff, and other mentors (i.e., harassment, teaching mentor session while under the influence of alcohol, dating students from mentor sessions, etc.). Any conduct related issues will be subject to the same 3-Step process as indicated above in the Performance Issues category. It should also be noted that severe misconduct could result in immediate dismissal of the mentor at the Director of Mentor Program’s discretion.

**Final Warning or Termination**

The Director of Mentor Programs will follow-up with a mentor who has received an informal warning to be sure progress is being made before the beginning of the next term. If the performance of the mentor remains an issue, the mentor will be asked to meet with the Director of Mentor Programs for a second time and will receive a formal letter outlining the issues that need improvement. This letter will also serve as the mentor's official notice of probation. If the mentor does not noticeably improve performance in a timely manner the mentor's contract with UNST will be voided.
Appeals

The mentor has the right to appeal any decision made by the Director of Mentor Programs if it is deemed unfair. Appeals to this process are to be directed to the UNST Director and will be reviewed in a timely fashion. An appeal should be a 1 to 2 page letter which clearly states the reason that the mentor feels the procedures were not fair to his or her case. The UNST Director may hold a meeting with the mentor, with the Director of Mentor Programs, or with both parties. The UNST Director has the final decision authority about the outcome of the appeal, and this will be written and filed in the mentor’s file.

Policies for Resolving Questions and Conflicts

Class or Mentor Office
Conflicts that come up in the class or the Mentor Office should be addressed first between the faculty partner and the mentor. The Director of Mentor Programs may be reached to offer support through this process.

Mentoring in Safe Classrooms: Policies, Protocol, and Guidelines

1. Create clear ground rules. Mentors should go over “ground rules” at the start of mentor session. Providing reminders further establishes this notion as a practice. Mentors are encouraged to create their own “rules” for things that are non-negotiable for the sessions, and that guide positive educational conduct in a classroom. Examples: The use of profanity, being rude to others, making hateful or derogatory statements, making violent references, inappropriate or unwelcome physical behaviors, etc.

2. Practice safety and support but not pure confidentiality. Promise a safe and welcoming environment for students in all main and mentor sessions, outlining and discussing what this means in the first week of classes using your ground rules or syllabi guidelines. However, please assert your boundaries (such as not keeping confidentiality in urgent situations such as suicide ideation, illegal activities, or violent/harmful situations). You must report any safety issues to the Director and not assume a counseling role directly to students, referring them only to campus or community resources as appropriate.

3. Disrupt specific behavior verbally when it occurs. Always disrupt, professionally and firmly, negative behavior that is not appropriate for the class. Mentors should always remember to consider and represent those who may NOT feel comfortable speaking up and who may feel intimidated by the student who is acting inappropriately. Model professional behavior at all times for students.

4. Request that a student leaves the session if s/he persists with the disruptive behavior previously addressed. If a student proceeds to disrupt after the mentor has tried to disrupt the behavior, they may ask the student to leave class. Asking a student to leave is appropriate for one class time only, but each new class is considered in and of itself as “new.” NOTE:
Mentors CANNOT ask a student to permanently leave mentor session or to leave multiple sessions. Students have the right to stay registered in a class unless faculty takes formal action (see #7).

5. **Safety first!** If a student does not leave class, mentors may call Campus Public Safety Office to remove a student, or go to UNST 117 for immediate support. **If the mentor fears or senses danger,** they may ask all of the students to leave and end the session immediately. They must go directly to UNST 117 for support and to report the incident or concern.

6. **Report immediately to faculty partner; take written notes on all observations.** Also report the same issues above to the Director of Mentor Programs.

7. Faculty members and mentors can file formal student conduct complaints to the Dean of Students office and UNST Director.

**Disclaimer:** If a PSU student or friend of a PSU student reports to or shares with a mentor information about suicide (i.e., they are contemplating it, or they know a PSU student who is), the mentor is highly encouraged to report this immediately to their faculty partner and to the Director of Mentor Programs, as well as the PSU C.A.R.E. team in the Dean’s office. Also, the mentor should document the incident in an email, which will be forwarded to the UNST Director who reports it up to the campus administration officials who will help care for the student. Mentors must NOT hesitate to report this, and must NOT take the liberty of evaluating the severity or legitimacy of the statement. Any report is to be taken seriously, and it is the job of the professional health care providers and staff who will act on this information to ensure that the student is supported immediately.

**Equipment and Mentor Labs**

**Audio Visual Department (A/V)**
A/V is located in the basement of Smith Memorial Student Union, 503.725.9100. Faculty may arrange for their mentors to reserve and pick up A/V equipment for class and mentor session use.

In addition, the UNST Office carries digital cameras, videos, DVDs, and a projector for mentors to use. Because they own only one projector, they ask that faculty and mentors first attempt to reserve projectors from the A/V department so that the office projector can be held for emergency use. The UNST Office carries 6 cameras and is happy to loan them out to faculty and mentors whenever they need them.

**ePortfolio Lab**
Cramer Hall 166 is a lab designated and staffed by mentors for the purpose of helping mentors and students with the UNST ePortfolio assignment. The lab is open ~30 hours a week, with hours posted outside of the room. In addition to open lab hours, there are regular technology and design workshops held throughout each term. The UNST Instructional Designer also maintains an ePortfolio resource site for faculty and students available on the UNST website.
Mentor Labs
White board markers are available from the OIT lab assistants. Mentors should erase whiteboards after their mentor sessions.

Students, faculty, and mentors must use the red bins in the labs to store drinks and food. Absolutely NO food or drinks are allowed near the computers or on the center tables. Mentors are expected to comply with and enforce this policy in all mentor labs, and may be asked to take their mentor session elsewhere if a lab attendant finds the policy is not being followed.

UNST computer labs are not open on the weekends or holidays.

CAVS Food and Drink Policy

ICC and UNST Computer Classrooms

Food and drinks are not permitted at any ICC (Instructional Computing Center) or UNST student computer workstation managed by OIT (Office of Information Technologies) on the PSU campus. CAVS (Classroom Audio Visual Services) enhances this policy by providing users with a red bin inside every computer classroom for the purpose of conveniently storing food and/or drink within sight. The Red Bin is to be used like a drinking fountain so that students/staff do not need to leave the room to take a sip or bite of their refreshments.

Refusal to adhere to the Food and Drink policy may result in users being asked to leave the classroom.

OIT enforces this policy for the following reasons:

- Food and beverage particles may get trapped within keyboards, making typing difficult and potentially causing damage to technical equipment.
- Due to budget constraints, replacements for equipment damaged due to food and/or drink would be prohibitive.
- Classes that encourage or require food and drink may be scheduled in a different space where technical equipment is not at risk.

Center Tables

Food and drinks are not allowed on the center tables within ICC or UNST computer classrooms due the possibility of spills and/or messes both on the tabletops and on the carpet. Additionally, lab
attendants do not have the time or ability to clean food/drink spills in computer classrooms while also performing their primary task of technology support.

Policy Signage and Communication

- Red-framed signs are posted in every ICC and UNST computer classroom stating the Red Bin food and drink policies.
- Laminated signs are adhered to center tables in every ICC and UNST computer classroom which state “no food or drink at this table; please use Red Bin.”
- Lab attendants do regular rounds, visiting all ICC and UNST computer classrooms in order to enforce the food and drink policy. Attendants will announce the policy and will ask users to place their items in the red bin.
- CAVS management makes departmental presentations at the start of every term explaining the policy, use of red bins, and the consequences of ignoring the policy to staff and UNST mentors.
- CAVS management will contact professors and mentors directly if repeated issues are observed during their ICC or UNST computer classroom sessions.
**Mentor Office**
Cramer Hall 163, 503.725.5989

**Mailing Address:**
Portland State University
UNST
PO Box 751
Portland, Oregon 97207

**Cleanliness**
The Mentor Office is a professional space used by faculty, mentors, staff, and is visited occasionally by UNST students only when invited by mentors (e.g., a meeting with the mentor). Mentors should not invite others (e.g., student friends, partners, children) to hang out regularly in the room due to its size limitations and official function as an office space serving the UNST program. Mentors may study there with other mentors only.

Cleanliness and organization is the responsibility of all who use it, so the most important principle is that all users clean up after themselves. If mentors need a place, larger than their mailbox, to store materials or school supplies, renting a locker in Cramer Hall is highly encouraged. In order to ensure that the Mentor Office be cleaned every two weeks, there is a cleaning sign-up sheet posted on the refrigerator. All mentors who use the Mentor Office for anything are expected to take ownership of the space, and sign-up. University employees enter the Mentor Office to take out the trash, recycling, and compost, but that is the extent of official cleaning services. In order to avoid molding, bad smells, clutter, and general grossness, it is up to the mentors to clean up.

Please also do not store any personal belongings, mentor session projects, or bring bikes into the Mentor Office out of respect for others, accessibility, and fire codes.

**Computers**
Because of the large number of mentors in the Peer Mentor Program, it is required that mentors limit their usage of computers during high-use times of the day to mentor session work only, saving other academic uses, such as studying for off-hours only. Also, mentors must keep food and drink away from the computers, as they were recently purchased and will need to serve the mentoring community in the years to come. If there are issues with the computers or printer, report them immediately to the UNST office staff and place a note or sign on the device stating date the issue was reported. For ease of identifying computers for OIT, include the ID number of the computer (on top of the unit) with the report.

**Key**
The Mentor Office can be accessed via a key card device rather than a physical key; the white PSU ID card will allow mentors access. UNST pays the cost of one key card per mentor, and all
subsequent replacements will be charged to the mentor’s account (about $15 per card). If a mentor loses their card, it is up to them to notify the Cramer 117 front desk right away so as to keep the room secure. This key card will be reactivated each term that holders work as UNST Peer Mentors.

**Microwave and Refrigerator**
Mentors should cover any food being heated in the microwave. If their meal splashes in the microwave, they are required to clean it up immediately. Also, mentors must take their containers home with them at the end of each day, or clearly label and date their containers with a sharpie. When the fridge becomes a mess, unlabeled containers and dishes will indiscriminately be thrown away.

**Copy Machine**
The copy machine is used by mentors and faculty for UNST-related materials. Users must NOT leave the copy machine jammed or otherwise not working. If the machine quits, users are required to put a sign on it and immediately inform a UNST office staff person.

**Mailboxes**
Mentor mailboxes are located in the Mentor Office. Mentors should check their mailboxes often because they may contain announcements, surveys, and other important notices. Also, mentors should clean them out regularly. Mentors who find that they need storage space are encouraged to rent lockers, which are available to students for a nominal fee.

**Office Supplies**
Office supplies such as paper, pens, tape, staples, etc., can be acquired through the UNST Administrative Assistant. If something is running low, they should let the UNST Administrative Assistant know so that an order can be placed. If a particular supply is needed, it should be ordered from the UNST Administrative Assistant; allow one week for delivery.

Mentors must return items to their **original storage area** after using them so that others may have access to the supplies.
Professional Development

One of the many benefits of being a UNST Peer Mentor
Mentor Cycle of Development

This diagram shows the cyclical nature of mentor development from the point mentors are invited in to the training to the paths of teaching, professional development, and graduation or leadership. Applicants are selected from a general pool each February and March with a selected list of candidates or “finalists” invited to the spring training course. Once mentors are formally hired over summer, they join all the returning mentors in a fall conference prior to the academic year and beginning of their mentorships. During the academic year, mentors complete community based learning (CBL) stages, working towards meeting their term goals to learn more about mentoring, teaching, and learning.

Cycle of UNST Peer Mentor Development & Training

- **Fall**
  - Full Training (Required)
  - Mentor community with campus partners
  - Full Days

- **Winter**
  - Go!
  - New & returning mentor application process

- **Spring**
  - NEW Mentors Class (Required)
  - Weeks of Term

- **Summer**
  - Late hires or summer hires

- **Graduate!**

Legend:
- New Mentors
- Returning Mentors

UNST/Updated 10/2011
Hiring Process

- **Spring**
  - Mentor spring training class passed and completed by applicant finalists (B+ or higher).
  - Finalists advance to “ready to be hired” status at discretion of Director of Mentor Programs based on eligibility. *This status allows for hiring depending on final numbers of courses for fall.*

- **June/July**
  - All new mentors complete training course.
  - Director of Mentor Programs reviews requests for rehiring from current mentors who wish to continue. Continuing mentors have priority status for rehiring if they pass required academic status checks.

- **August**
  - Preliminary UNST course schedule with faculty assigned sent to Director of Mentor Programs for scheduling and hiring to proceed.
  - Scheduling begins with qualified mentors added to queue. In the case that there are more mentors in the queue than available courses, the Director of Mentor Programs will examine a variety of factors and a randomized scheduling output for optimized schedule.
  - Director of Mentor Programs completes academic status checks for returning and “ready to be hired” mentors (new mentors) to determine admission to scheduling queue. NOTE: Requirements for new mentors in fall include a minimum 3.0 cumulative GPA (overall PSU) and 90 minimum credits completed for UG Mentors and 3.0 GPA and/or formal admission to a GR program for GR mentors.
  - Director of Mentor Programs notifies all mentors of their status and whether they will have a match with a FRINQ or SINQ course for fall term. Those mentors without course assignment are placed on “wait list” for any future openings. Contracts for those with courses are generated.

- **September**
  - If additional courses are added, more “wait list” mentors would be assigned courses. If mentors do not receive an assignment, they are next in line for hiring as openings arise due to other issues in the academic year. This may be in a future term.
  - Contracts and awards are finally offered by or before Sept. 15.

- **September 16**
  - Contracts begin Sept. 16, and the fall retreat and conference are required for all mentors.

**NOTE:** Being hired as a mentor is one of the most competitive opportunities at PSU. Typically most new mentors get hired according to program history. However, the invitation to this class anticipated levels of the past years, and PSU changes each fall based on factors outside of the Director’s control. This means that despite the Director’s hopes and intentions, final mentorships are determined by institutional factors since the scholarships require each person to be assigned a course. It is essential that all mentors ALWAYS have a back-up plan both financially and personally as there is no final guarantee of placement until late summer when enrollments can be determined. Mentorships are contingent on registration, and courses can be canceled by PSU according to enrollment policies or budget issues.
Community Based Leadership (CBLs)

Explanation and Purpose

As a part of the Peer Mentor Program and community at PSU, it is important for mentors to develop skills and continue their growth as model students. To emphasize this point, mentors are asked to set one goal each term related to their mentoring or professional development as an educator or leader, and work towards achieving the goal by participating in a number of Community Based Leadership opportunities (CBLs) throughout the term. CBLs are focused around serving a variety of development areas; academic and professional skills, addressing current issues in mentor sessions, understanding campus resources, providing direct service to the mentor program via projects, and much more.

CBLs may be offered in a variety of forms. CBLs are offered by various people in the campus community (including other mentors), or they may be self-identified opportunities on campus or in the community that relate to improvement as a mentor and/or professional growth in this arena. CBLs are flexible and allow mentors to meet goals as they see fit. For CBLs to serve their intended purpose, it is important that mentors set varying goals each term, and attend a diverse range of CBL opportunities throughout their tenure. The participation and reflective process is at the heart of CBLs for the mentor program itself and for serving our students.

General Term-by-Term Timeline

<table>
<thead>
<tr>
<th>Goal Setting + CBLs + Retreat + ePortfolio = Mentor Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>• Set goal by Week 2 and record in ePortfolio</td>
</tr>
<tr>
<td>• Complete Stage 1</td>
</tr>
<tr>
<td>• Complete Stage 2</td>
</tr>
<tr>
<td>• Complete Stage 3</td>
</tr>
<tr>
<td>• Attend Fall Retreat</td>
</tr>
<tr>
<td>• Add Final Reflection on CBLs to ePortfolio</td>
</tr>
<tr>
<td>• Submit all <em>ePortfolio assignments for term (</em></td>
</tr>
<tr>
<td>see ePortfolio section)</td>
</tr>
<tr>
<td>DUE LAST DAY OF FINALS WEEK</td>
</tr>
</tbody>
</table>

*Note: There are no requirements for professional development during summer term.*
Goal Setting

Because growth as a mentor and leader on campus is a personal journey, any goal set each term will be a guidepost and anchor toward accomplishing and meeting it in an individualized way. It is also a way for peers and program administrators to get to know the mentor better and contribute to that goal when possible.

A goal statement is a very simple, declarative sentence about what the mentor would like to accomplish during each term as a mentor. It begins with “I” plus a clear verb that shows a direction or focus the mentor wishes to take, such as “would like to” or “intend to” or “will focus on “ and so forth. It gives direction and implies a place for strategy in identifying steps toward completing the goal.

The goal may also evolve or change, which is also a natural and healthy part of the process. It is the setting of the goal itself that specifically sets the stage for a mentor’s own exploration using CBLs as steps toward supporting inquiry and development as a mentor. Goals may certainly shift or alter as a mentor’s interests grow and emerge, or as new opportunities arise. In fact, remaining static or inattentive to new directions for improving one’s mentoring would not provide or equip her with the benefits of leadership and learning she will gain from the Peer Mentor Program.

Examples of ACCEPTABLE goal statements:

- I would like to improve my knowledge of writing, and my ability to teach it in mentor sessions.
- I wish to learn early intervention and crisis management so that I can be an advocate for my students.
- I want to take advantage of PSU’s diverse range of multicultural events and services to better understand how to support my international, exchange, and bi-cultural students.
- I would like to become a better leader by working on asserting myself and improving my overall public speaking skills.
- I would like to put together my CV (Curriculum Vitae) for job seeking.

Examples of UNACCEPTABLE goal statements:

- I just want to get paid.
- I would like to improve my ability to teach and acquire knowledge AND better understand diversity at PSU. [Too large and vague! The point is that you pick one and do it well! You may work towards one goal this term, and the other goal the next term, but not two together—you only get 3 stages after all.]
- I want to complete my master’s thesis. [Too related to your individual student life and not directly related to mentoring or program goals.]
CBL Stages

All mentors are required to complete at least 3 stages of CBLs each term related to their goal statements or emerging interests/opportunities. These are pursued by mentors and are not the equivalent of hours. They are simply steps in a process that contribute to meeting mentor goals and connect mentors to the mentor and campus community. For example, it may be that a mentor spend 5 to 10 hours during a term on these activities. The stages can be related to a goal or to emerging activities that tap into interests along the way. It is not the “hours” that matter but the fact that the mentor is involved and learning new things.

Example 1:

*Sample Goal Statement* (fall term): I want to increase my general knowledge of the mentor program through direct involvement in related events or activities.

- 1 CBL stage = 1 event or meeting that was meaningful towards meeting the goal that you set at the beginning of the term.
- Another Stage = finding two articles on your topic of interest (AKA: mentoring) and reading them.
- Another Stage = participating in a mentor program service project event, such as staffing an information table at Party in the Park Blocks.

Example 2:

*Sample Goal Statement* (winter term): I want to learn more about how to use technology more extensively in my mentor sessions.

- 1 CBL stage = meeting with Mike Lane, UNST Instructional Designer, for an individual session about how to use more graphic design programs or elements in your work as a mentor.
- Another Stage = attending a campus workshop on a new teaching strategy using technology.
- Another Stage = reading two articles on technology and learning.

Mentors are not limited only to CBLs related to their goal. Interesting events may arise, and mentors may also participate in those. Some of the CBLs, however, SHOULD relate directly to the mentor’s term goal if possible. These are not meant to limit development, but to help mentors focus it in their areas of interest.
### Types of CBLs

This is by no means a comprehensive list. There are going to be a variety of goals that mentors set, and numerous ways that mentors may go about reaching their own goals. The following ideas are a guideline to the types of opportunities available:

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workshop</strong></td>
<td>Training in skills such as technology or writing, topics are more focused and in-depth. Less discussion-based. Led by Mentors or other facilitators/trainers from outside the UNST program.</td>
</tr>
<tr>
<td><strong>Brown Bag</strong></td>
<td>Weekly topics will be announced, led by mentors or facilitators from various campus resources. Discussion-based, interactive.</td>
</tr>
<tr>
<td><strong>Mentor Support Groups</strong></td>
<td>Led by mentors, announced throughout the term. Interactive and supportive discussion-based meetings, may or may not be topic or activity focused. These should meet for the whole term and not just at the end.</td>
</tr>
<tr>
<td><strong>Professional Events</strong></td>
<td>Academic and professional events at PSU and outside, aimed towards professional development or enhancing work as a mentor. Examples include: conferences, speaker events, panel discussions. Mentors may post events for other mentors to attend to the calendar on the website, however, posting events alone does not earn hours: attendance at events is required.</td>
</tr>
<tr>
<td><strong>Mentor Program Service</strong></td>
<td>Announced throughout the term as need arises. Service to Mentor Program on projects needing mentor work and input.</td>
</tr>
<tr>
<td><strong>Mentor Exchanges</strong></td>
<td>Two mentors schedule each other a visit to one of their mentor sessions. The mentor session observations are followed by a short debriefing conversation about what was learned in the process.</td>
</tr>
<tr>
<td><strong>Campus or Program Leadership</strong></td>
<td>There may be opportunities for you to serve on a PSU search committee, university council or advisory group, or other PSU official volunteer position. Campus involvement and engagement relate directly to enhancing your leadership abilities and knowledge, so you may consider doing one of these roles as a CBL step or series of steps.</td>
</tr>
</tbody>
</table>
Completing CBLs

Mentors must complete your CBLs each term, post their progress on the Mentor Tracker (mentors.unst.pdx.edu), and post their ePortfolio assignment by the last day of finals week. At times, a mentor may be asked to share her ePortfolio with at least one other peer mentor as part of or in preparation for a mentor retreat. Mentors must always share their ePortfolios and CBL activities directly with the Mentor Director and any other assigned program staff.

Leading a CBL

The program encourages mentors to offer CBL-related activities. Because these all require different approaches and types of planning, the activity can be staged according to a concrete series of steps. For example, a brown bag may just be one stage as it involves one topic, announcing it, and hosting it as a singular session. A workshop may involve two or three stages, such as recruiting and scheduling the workshop, and planning and delivering it. A support group, for example, may be a singular unit where a mentor hosts 8 weekly sessions and convenes the group.

If a mentors wishes to conduct her own CBL activity for the mentor community, such as a Workshop or Brown Bag, submit a proposal to the Mentor Director (see Requirements rubric for deadlines). In the space of a single paragraph, each proposal should:

- Clearly state the title, type, and room requirements for the Workshop or Brown Bag and include the date(s) and time(s) when the mentor would be available to lead this CBL.
- State the term goal and how the Workshop or Brown Bag will help the mentor reach that goal.
- For Workshops, attach a lesson plan, or for support groups, develop and announce it by week 1, convening in week 2 and onward (all term).
- Once the Workshop or Brown Bag has been approved, the mentor needs to announce the event at least 2 weeks prior on the calendar.

Reflection on your CBLs

The ePortfolio assignments are designed directly to support the mentor’s reflection and learning experiences using CBLs. By providing a goals statement in week 2, mentors focus their efforts and direct their own learning based on individual needs. The ePortfolio publicly and externally reflects a mentor’s growth process and leadership-identity development on the campus.
CBL Frequently Asked Questions

1. Why do we need to do CBLs? What is the purpose or aim?
   a. To provide an engaged, self-directed learning opportunity that directly improves mentoring and student leadership of mentors at PSU.
   b. As a mentor, your entire scholarship is based on your ongoing contributions as a mentor and simultaneously provides an opportunity for professional development that is entirely unique on the campus. We expect a lot and ask that you directly grow from this experience!

2. Why did you change from MDTs to CBLs?
   a. MDTs represented a “quantity” approach to mentoring development that does not reflect our program’s core model of active and engaged learning. CBLs align more directly with the shape the ePortfolio tool and ask you to be more self-directed as an agent of your leadership and development while supported by a mentorship at PSU. Theories in the field of student development support this CBL approach.

3. Can you give me some more examples of goals? What are you looking for?
   a. Goals can relate to strategies, pedagogical techniques, resource awareness, technology-based skills, or anything you can think of that would literally and directly improve your work as a mentor. If it is relevant to student support, UNST curriculum, or peer mentoring, the field is rather wide open about what you specifically would like to accomplish in a term.
   b. You may change your goals as needed during a term. This is YOUR learning opportunity.

4. How can I lead a CBL?
   a. Plan early and have it ready as soon as possible in the term!
   b. Then contact the Mentor Program Director for initial approval. It’s fast and easy to state your idea! You will then need to take initiative to move this offering forward, post it to the listserves and calendar, and implement it.

5. What happens if I am unable to complete the CBL Stages or have forgotten?
   a. You will need to speak with the Mentor Director immediately. You would need to make up that work through an agreement. If you miss more than once, you may not be able to continue mentoring as this is a core program requirement of all mentors each term.
   b. CBLs are meant to be “doable” and created to fit your life, so these should be less “easy” to forgot or pile up at the last minute as MDTs.

6. If there’s a Mentor Support Group at a pub that I plan on using as a CBL Stage, is it all right to drink beer?
   a. No. While socializing with mentors is highly encouraged outside your usual classes and requirements, alcohol cannot be a component of an official CBL or any PSU mentoring program activity.

7. Does anyone even look at our CBLs? Who’s monitoring our completion of CBLs each term?
a. The Mentor Director always monitors this through spot checking and provides comments directly when timing permits (e.g., workload between terms does not allow extensive feedback for all mentors).

b. All CBL reporting and ePortfolio work is gathered and tracked automatically in an administrative portion of the mentor website where your ePortfolios and Progress Trackers are posted each term.

c. Mentors are always invited openly and at any point in time to set an appointment with the Director to discuss ideas in person.

d. It is required for rehiring purposes that mentors complete these as full participation in the mentor program each term is a core requirement.

Retreats

Mentors must attend one term Retreat (replacing the former “Roundtables” from before), which will be offered and required once per term and scheduled at two different times (one evening and one Saturday morning). Each Retreat is intended to: (a) bring together mentors, (b) focus mentors on reflection and CBL/ePortfolio projects, and (c) offer an extended chance to reflect on a defined issue for that retreat. Mentors must select and attend one of the retreats each term. Mentors whose schedules cannot accommodate this must discuss the situation with the Director and state the reason in writing. Mentors may not miss more than 1 total retreat per academic year, of which there are three total (fall, winter, spring), and this is only to be excused by the Mentor Director directly.

Purpose

Retreats help mentors communicate with one another, focus on direct resources and skills that are important for the entire community, and provide a workshop for ongoing CBL, ePortfolio, and mentoring strategies. Mentors can submit ideas and topics of discussion for the RTs, which will be selected and organized by the Mentor Director. Other campus leaders, such as faculty or resource center staff, may assist in facilitating these opportunities.

Retreat FAQs

1. Why did the program decide to replace roundtables with retreats?
   a. Roundtables were created when we did not have the website for communication and other ways to share information or resources.
   b. Roundtables met more frequently, and this is a scheduling problem for many mentors to attend 2 per term during weekdays (former requirement for roundtables). While scheduling will always be a challenge in a large program, switching the times to an evening and weekend once per term may solve this problem for many.

2. What if I am unable to attend a retreat?
a. Retreats are a requirement.
b. They are advertised at the start of each term and scheduled with such advance notice that mentors need to work one into their schedule.
c. The Mentor Director will directly negotiate all issues.

3. Why are they so long?
   a. Retreats will be longer (2 hours) but only occur once, which allows for a longer time of discussion or active learning processes. It is the same time commitment per term as roundtables.
   b. These will focus and deepen discussion opportunities following our rationale for switching to CBLs as well where quality of engagement over quantity is our programmatic goal.
Mentor Program and Leadership ePortfolio

Description

Many programs require teachers to create a professional, reflective portfolio, and it is widely used for training, learning, and evaluation purposes. The UNST Peer Mentor Program uses ePortfolios as a framework for helping mentors with this process while also learning from other mentors about their experiences working with students. The ePortfolio focuses on articulating, sharing, and reflecting on your leadership and teaching as both programmatic and personal outcomes.

Goals

- Developing a leadership and professional identity for mentors
- Reflecting on UNST goals, mentoring and teaching activities, and personal leadership experiences through a practice of self-assessment
- Training mentors hands-on for working with students on ePortfolios
- Providing an opportunity for mentors to demonstrate their progress and contributions
- Creating a professional portfolio for external purposes, such as graduate school or career advancement

Process

The Mentor ePortfolio is a shared means for professional development using multiple means of expression, reflection, and representation of mentors’ work in the inquiry-based, UNST program. All mentors complete required annual ePortfolio assignments for skill training and leadership purposes, as well as for direct personal and professional engagement with UNST goals. This is also used as part of the mentor director’s ongoing evaluation and reflection process with mentors.

Assignments follow a layered track through the program, assuming mentors typically serve at least one if not two years. Year 1 is the introductory year or “program path” where mentors engage with program goals and engage in dialogue with other mentors. Year 2 is the “leadership path” where the mentor aligns mentoring with future leadership and professional goals and creates additional items. Mentors serving in the program beyond year 2 are Returning Leaders who continue to complete CBLs and ePortfolios related even more directly to their professional goals.

ePortfolio Assignment Sequence

Post your ePortfolio to the website on your Mentor Tracker each term as required below and share with Mentor Director by the LAST DAY OF FINALS WEEK. However, your goal for each term is in your ePortfolio by due BY WEEK 2.
### Year 1: Program Path

#### Term 1: Creating your ePortfolio
Build ePortfolio in Fall Conference Session
Post basic profile (with photo element) and hyperlinks (to artifacts and other pages)
Create and post:
Your Goal for Fall Term (by week 2)
Reflection on your CBLs/Goal
- **One Thing I Will Change and Why**

#### Term 2: Engaging UNST goals
Create and post:
1. Your Goal for Winter Term (by week 2)
Reflection on your CBLs/Goal
Reflective Planning Notes for Next Term:
Examples:
- **One New Teaching Practice related to UNST goals will implement/why?**
- **Which goal am I comfortable/not comfortable teaching?**

#### Term 3: Acquiring Self Knowing
Create and post:
1. Your Goal for Spring Term (by week 2)
Reflection on your CBLs/Goal
Year-End Reflection* on Mentoring:
- **How am I a leader through my Mentoring?**

### Year 2-3: Leadership Path

#### Term 1: Professionalizing your ePortfolio
Imagine an external ePortfolio audience and update your Home Page for these people.
Create and post:
1. Your Goal for Fall Term (by week 2)
Reflection on your CBLs/Goal
Create and post:
1. Professional Goals Statement
2. Post your CV or Resume

“What are my professional aspirations and/or what are you doing to achieve them?”
If you are standing in an elevator with the boss of your dreams what would your 30 sec, 1min and 2-3 minute pitches be for securing a job or promoting mentoring in higher education.

#### Term 2: Articulating Mentoring
Create and post:
1. Your Goal for Winter Term (by week 2)
Reflection on your CBLs/Goal
Create (or revise) and post:
1. Your Philosophy of Teaching
2. Your Graphic/Visual Element
3. Your Quantitative Literacy
Reflection: (How does my mentoring feed into my professional goals? [think back to your 1st term goals/aspirations and interviewing for a job])
Suggested Prompts:
- **Tell a story about a time that you had to handle a situation where you were required to finish multiple tasks by the end of the day and there was no conceivable way you could finish them.**
- **What was one challenging experience as a mentor and how did you resolve it?**

#### Term 3: Polishing it up—You’re a Pro!
Create and post:
1. Your Goal for Spring Term (by week 2)
Reflection on your CBLs/Goal
REVISE/UPDATE
- Your Best Writing Samples
- Your Best Lessons /Activities
- Your Best Student Evaluations
SHARE Your ePortfolio with two external people in your professional world and ask for feedback
POST: Your Year-End Reflection* on Mentoring: (What is the impact of mentoring for me at this point in time?)
Suggested Prompts:
- **What is your most powerful mentoring story and why is it significant to you and other mentors?**
- **How has mentoring helped you understand leadership in your professional and community life?**

*The final mentor reflection each year requires you to review your portfolio for themes, trends and trajectories. Final Reflection formats include essay, video, photo essay, art, mindmap, or whatever helps you express the impact of your mentoring experience.*
Required Components

- Your Home Page (template or other)
- Graphic/Visual Element (original design or posted representation of yourself with respect of copyright laws) i.e., audio, video, photo, drawing, clip art
- CBL Goal for each term (what you set out to do or how that changed)
- CBL Final Reflection for each term (what you learned and what your stages were related to the goal)
- Reflective Planning Notes (e.g., lessons learned from the term and something to change for next term specifically)
- Sharing ePortfolio directly with Mentor Director or make it public
- Term Reflections on Mentoring
- Quantitative Literacy Sample (lesson plan, research, etc.)

Suggested Artifacts for Years 2 and 3 (remember to collect them in your first year)

- Best Lesson Plans or Class Activities
- Your Teaching and/or Mentoring Philosophy Statement
- A Professional Goals Statement for Employment or Graduate School
- Writing Samples (academic, creative, etc.)
- CV (Curriculum Vita) or Resume
- Mentor Exchange Conversation notes
- UNST Goals Reflection
- Sample Student Evaluation Comments
- Feedback from Peers in the field and your responses
- Useful links of media used in mentor session
Resources

Contact information of employees and offices at PS, including local business information that mentors have found useful in the past.
Mentor Program and UNST General Office Information

The Mentor Program is housed in the UNST program offices in 117 Cramer Hall. Mentors work closely with the Director of Mentor Programs and support from the UNST office staff. The general organization of UNST includes the Director of UNST who works with faculty and a leadership team. The team includes a FRINQ Coordinator, SINQ and Cluster Coordinator, Senior Capstone Coordinator, and Director of Mentor Programs. The office staff works most directly and day-to-day with mentors.

For Mentor Program questions:

Director of Mentor Programs
Dana Lundell, PhD
117G Cramer Hall, University Studies
503-725-9407, dlundell@pdx.edu

For UNST or general questions:

University Studies Program Main Office
Mike Millard, Office Specialist/Front Desk
117 Cramer Hall, 503-725-5890, millard2@pdx.edu

Randi Harris, Sr. Office Manager
117K Cramer Hall, 503-725-5818, rap@pdx.edu

Sukhwant Jhaj, UNST Director
117H Cramer Hall, 503-725-8996, jhaj@pdx.edu

For technology and A/V questions

Instructional design, technology, UNST A/V needs
Mike Lane, Instructional Designer
117F Cramer Hall, 503-725-9120, lanem@pdx.edu

For payroll, academic status, and stipend/remission questions

Accounting, Contracts, Payroll
Thuy Vu, Accountant
117J Cramer Hall, 503-725-5843, thuyv@pdx.edu
For classroom or scheduling questions:

UNST Classroom Scheduling
Katherine Barich, Scheduler
119 Cramer Hall, 503-725-5895, barichk@pdx.edu

Human Resources Links

Policies, Contracts & Forms
PSU employment policies, contracts, and documents.
http://www.pdx.edu/hr/policies_contracts_forms

Wage & Hour Laws
More information about pay rates, and hour limitations
http://www.pdx.edu/hr/wage_hour_laws

Getting Paid
Payday schedule, documents and deadlines
http://www.pdx.edu/hr/payday_schedule

Direct Deposit
Information about PSU’s Direct Deposit program
http://www.pdx.edu/hr/direct-deposit

Faculty Resources
More links and information for PSU employees
http://www.pdx.edu/oaa/faculty-resources

University Closure Policy
Inclement weather, disease outbreaks, and planned closure policies
http://www.pdx.edu/hr/university_closure_policy
# Referral Directory

<table>
<thead>
<tr>
<th>Affirmative Action Office</th>
<th>Branford P. Millar Library</th>
<th>Campus Rec Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 122</td>
<td>1875 SW Park Ave</td>
<td>1800 SW 6th Ave</td>
</tr>
<tr>
<td>503.725.4417 (Ruth Toba AA/EO Specialist)</td>
<td>General Information 503.725.5874</td>
<td>503.725.5127</td>
</tr>
<tr>
<td><a href="http://www.afm.pdx.edu">www.afm.pdx.edu</a></td>
<td><a href="http://library.pdx.edu">http://library.pdx.edu</a></td>
<td><a href="http://www.pdx.edu/recreation">www.pdx.edu/recreation</a></td>
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</tbody>
</table>

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<tr>
<th>Campus Safety</th>
<th>Clean Copy</th>
<th>Dental Services</th>
</tr>
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<tr>
<td>Emergency: 503.725.4404</td>
<td>1704 SW Broadway 503.221.1876</td>
<td>SHAC Dental Services 503.725.2611</td>
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<tr>
<td>Non-Emergency: 503.725.4407</td>
<td><a href="http://www.clean-copy.com">www.clean-copy.com</a></td>
<td><a href="mailto:dental@pdx.edu">dental@pdx.edu</a></td>
</tr>
<tr>
<td>Lost &amp; Found: 503.725.44.35</td>
<td><a href="http://www.pdx.edu/cpsolostandfound.pdx.edu">www.pdx.edu/cpsolostandfound.pdx.edu</a></td>
<td><a href="http://www.pdx.edu/shac/dental">www.pdx.edu/shac/dental</a></td>
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<td>NASCC 503.725.9695</td>
<td>SMU 116 503.725.4150</td>
<td>503.725.5980</td>
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<tr>
<td>Multicultural Center (SMU 228) 503.725.5342</td>
<td><a href="mailto:drc@pdx.edu">drc@pdx.edu</a></td>
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<tr>
<td><a href="http://www.pdx.edu/dmss/">www.pdx.edu/dmss/</a></td>
<td><a href="http://www.drc.pdx.edu">www.drc.pdx.edu</a></td>
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<th>Helen Gordon Child Development Center</th>
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<td>1609 SW 12th Ave 503.725.3092</td>
<td>1005 W Burnside 503.228.4651</td>
<td>1715 SW 5th Ave 503.226.2631</td>
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<th>PSU Switchboard Voicemail</th>
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<td>503.725.3000</td>
<td>503.725.8249</td>
<td>1915 SW 6th Ave 503.227.6137</td>
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<th>SALP</th>
<th>SHAC</th>
<th>Student Legal Services</th>
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<tr>
<td>Campus organizations SMU 119 503.725.4452</td>
<td>Counseling, psychological evaluation and intervention, testing services, and all health-related concerns. 1880 SW 6th Avenue 503.725.2800</td>
<td>SMU M343 503.725.4556</td>
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<tr>
<td><a href="http://salp.pdx.edu">http://salp.pdx.edu</a></td>
<td><a href="http://www.pdx.edu/shac/">www.pdx.edu/shac/</a></td>
<td><a href="http://www.pdx.edu/sls/">www.pdx.edu/sls/</a></td>
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<td>SMU 124 503.725.5655</td>
<td>SMU 458 503.725.3815</td>
<td>SMU 401 503.725.9742</td>
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<tr>
<td><a href="mailto:lawsonl@pdx.edu">lawsonl@pdx.edu</a></td>
<td><a href="http://www.pdx.edu/sss-eop/">www.pdx.edu/sss-eop/</a></td>
<td><a href="mailto:qrc@pdx.edu">qrc@pdx.edu</a></td>
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<td><a href="http://www.sps.pdx.edu/">www.sps.pdx.edu/</a></td>
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<td><a href="http://qrc.pdx.edu">http://qrc.pdx.edu</a></td>
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<th>UASC</th>
<th>Women’s Resource Center</th>
<th>Writing Center</th>
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<td>General academic advising 425 SMU 503.725.4005</td>
<td>1802 SW 10th and Montgomery 503.725.5672</td>
<td>188 Cramer Hall 503.725.3570</td>
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<tr>
<td><a href="http://www.pdx.edu/uasc/">www.pdx.edu/uasc/</a></td>
<td><a href="http://www.pdx.edu/wrc/">www.pdx.edu/wrc/</a></td>
<td><a href="http://www.writingcenter.pdx.edu">www.writingcenter.pdx.edu</a></td>
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Addendum Distinguishing CBLs from MDTs

If you are familiar with the program’s original model of professional development, Mentor Development Trainings (MDTs), you will find that CBLs will engage you very differently and more actively in your professional development and leadership.

- MDTs were based on units of **quantitative** measurement.
  - 1 MDT hour equaled 1 hour earned, and mentors were required to complete 5 MDT hours per term.

- CBLs are different in that they are measured and defined **qualitatively**.
  - CBL Stages are not a measure of time; rather, they are a type of activity, unit of “experience,” or direct contribution or service to individuals or groups (e.g., a program, the campus, other mentors.)
    - For example, if your goal is to learn crisis management and preventative outreach, walking a student who is contemplating suicide to SHAC and sitting with them until they are set up with a counselor is considered 1 Stage or a step in learning this. It is not quantifiable by a time slot as in the past, but as a stage of learning that you have identified or overtly experienced.
    - For another example, if your goal is to learn more ways to teach writing in mentor sessions, attending a workshop on writing or meeting with the UNST Writing Coordinator to discuss strategies is considered 1 Stage.
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