

Transfer Peer Mentor Guideline Signature Form

Name: _____ First M.I. Last
S#: S _____ Phone #: _____
Email: _____

Transfer Peer Mentors (TPMs) are a *critical* component of the Transfer Success Center. **TPMs** are peer advocates who serve as role models of *successful students* and represent the first line of support for students involved in the TSC. They create a community of peers to whom the students can relate, in a family-like environment. The center relies on Transfer Peer Mentors to create that community of understanding and support needed by our students.

Transfer Success Center

Transfer Peer Mentor Work Responsibilities

- Provide guidance and support to TSC students as needed in appropriate situations. Strive to develop a sense of empathy and trust with students, while maintaining strict confidentiality regarding student records and personal information. Maintain appropriate level of involvement and professional boundaries with TSC students.
- Monitor students' participation progress in transfer services and consult with the supervising Transfer Specialist to determine when some type of intervention or assistance is necessary by email, telephone, mail or other means. Work with students and Transfer Specialist to develop appropriate intervention strategies.
- Maintain familiarity with available learner support services, programs and resources, both inside and outside the college. Connect students with resources as needed and follow-up to ensure that needs are met.
- Work with Transfer Specialist to coordinate recruitment and training of new Transfer Peer Mentors.
- Assist Transfer Specialist with Workshop Series presentations and proactive tools and information to retain students and assist in transfer steps. *Assistance should promote student independence.*
- Assist Transfer Specialist and Program Specialist with Data collection of transfer student participation.
- Participate in meetings, professional development workshops and trainings to enhance TSC program development and operations as well as personal and professional growth.
- Assist in organizing special events, such as awards ceremonies, potlucks, parties, cultural events, etc., in order to help promote a sense of community and appreciation to participating TSC students, staff and faculty.
- Keep accurate record of hours worked using sign in/out sheet. Submit timesheets by deadline date according to college pay period.

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- Assist Administrative Assistant with front desk duties- scheduling appointments, phone calls, lab maintenance, greeting students & visitors, errands etc.
- Participate in the Employee Performance Review Process whenever necessary

General Work Rules and Guidelines

- Any and all information regarding students is held in strictest confidence. Breach of signed confidentiality statement is grounds for dismissal.
- Students are allowed in the office only during official office hours unless authorized by a member of the TSC staff.
- Student personnel must inform Administrative Assistant and appropriate Transfer Specialist or Educational specialists whenever absent from work or running late. In cases of absence due to schoolwork, inform staff at least 24 hours in advance. For other reasons, inform staff of absence at least 2 hours in advance.
- When on duty, student personnel must be physically and mentally present in the office. Sign-in/out board must be utilized when leaving office for work related duties.
- For every 4 (four) HOURS of work, you will be entitled to a 15 minute break. You must take a 30 minute lunch break after 5 hours. Please check with staff before you take your break and use the sign-in/out plaque in front area.
- Students are allowed to use office phones for local personal calls only when authorized by a member of the TSC staff. Please limit calls to no more than 5 minutes.
- Place all personal cellular phones on silent or vibrate during your office hours.
- Maintain professional boundaries and behavior when TSC staff is in meetings with students or other staff.
- All office work and repair orders should be reported to full-time staff so that they can make a formal service request.
- Homework and studying will be permissible on occasion only when all work duties are completed and it is ok'd with all staff members.
- Student personnel will not be *pre-paid* for hours not yet worked. Make-up hours must be approved by a staff member.
- All student personnel (including TPMs) will be expected to maintain front desk coverage, answer telephones, and do other office duties as instructed by staff.
- Student personnel must provide a copy of their school schedule and work availability at the beginning of each semester. This copy should be placed in the employee folders.
- Absences: planned vacations and/or absences should be submitted in advance to a supervisor for approval. Remember you will not be paid for time off.

STUDENT PERSONNEL RESPONSIBILITIES

WORK RESPONSIBILITY

Remember, reliability and punctuality is essential to the success of any program. Because we depend on you to follow through on your obligations, you are expected to be signed in and ready to work at the beginning of your assigned shift, and you are expected to remain in your assigned area until the end of your shift, except for approved breaks. Attending to the office matters is a top priority.

EMERGENCY SITUATIONS

If you become severely ill or an emergency situation occurs, call the office and ask for a supervisor. Do not text. If you must leave a message, follow up with an email.

PERSONAL/ACADEMIC COUNSELING

We recognize that many of our student employees are students. As a student employee, we are most concerned about your academics. When needing counseling assistance, we encourage you to make an appointment with a Transfer Specialist and/or your supervisor **during your off-duty hours**.

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Additional Work Responsibilities at the Transfer Success Center (TSC)

Answering Phone:

- Ensure that there is always a staff member available to answer calls
- Answer using the following greeting: “Thank you for calling the Transfer Success Center, this is (your name here), how can I help you?”
- To transfer calls: Push the “transfer” button, enter the extension to which you are transferring the call, push the “transfer” button again, and hang up after it rings once.

Scheduling Appointments:

Include:

- Student name, phone number, S#, completed credits, University and major of interest
- Reason for appointment (registration, financial aid questions, etc.) noted in “notes” section, in addition to any other helpful or pertinent information
- Initials of person scheduling appointment
- ALL APPOINTMENTS MUST BE SCHEDULED IN TSC MASTER CALENDAR

Ensure that the student knows where TSC is located, and provide TSC address and directions if necessary. Give the student TSC phone number in case he or she needs to reschedule.

Confirming Next Day’s Appointments:

- Determine among student staff members who will be responsible for confirming appointments for which days
- Call the day prior to appointments (or on Friday for Monday appointments)
- Remind student of appointment, including time and location- “Hi my name is (your name here), I am calling from the Transfer Success Center to remind you of your appointment with (staff name here) at (time)” Offer to give the student directions and the TSC phone number. If leaving a message, include TSC phone number and encourage student to call if he or she needs directions or has any questions.
- Make a note that you have confirmed the appointment in the Outlook appointment scheduler with your initials and the date.

When A Student Comes In:

- Greet all students promptly and ask how you can help.
- Ask all students and guest to sign in at front desk.
- If student has an appointment or needs to see a Transfer Specialist/Staff member, make sure they sign in, and get the student’s intake form for the Transfer Specialist.
- If there is no Transfer Specialist available, offer to help the student or schedule an appointment for him or her.
- If a student is using the computer lab, ensure that the student signs in at the front desk checking computer lab on sheet, and follows the rules of the computer lab- no food or drinks, no cell phone, and keeping noise to a minimum.

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TSC Student Employee Dress Code and Standards

The following policy exists to maintain a professional atmosphere at the TSC and to ensure that our appearance supports our mission in empowering student success at all levels of their education. The **minimal** rule for dress at TSC should be jeans and a nice shirt or t-shirt that is not offensive or distracting. There are further guidelines below that you should follow. If your dress is deemed inappropriate you will be asked to leave work and change clothes.

- **Shorts:** student/hourly employees may wear shorts to work, only if they go to just above the knee or longer, are clean and neat. No cut-offs, patched or sloppy shorts will be allowed, and you may be asked to go home and change if you wear inappropriate items. Capri style pants for females are ok. When wearing shorts males should make every effort to wear polo or collared shirts during office hours. T-shirts and shorts are discouraged except during special events such as BBQ's or outdoor activities i.e. spring fling/fall fest.
- **Tank Tops and Sleeveless Shirts:** tank tops should not be worn by males during office hours at any time. Some female tank tops are appropriate for business hours but not all tank tops are approved. If you are unsure about a sleeveless shirt or tank top you have please speak with your individual supervisor before wearing it to work. In general thin or spaghetti strap tops are not allowed nor are tank tops that are too casual.
- **Sweat pants and pajamas:** do not wear sweat pants or pajamas to work at any time.
- **Sandals:** footwear such as sandals and flip fops are ok to wear during office hours as long as they are not distracting.

Guidelines for Ethical Practices

As you perform your duties as a TSC Transfer Peer Mentor, it is critical to understand and practice ethical behaviors. It is very likely that you were selected for this position because you possess the ability to establish strong rapport with students. The interpersonal skills that made you a prime candidate for the position can also place you in challenging situations. As you serve in your role, it is important to adhere to some guiding principle of the helping professions.

(Ender, S. & Newton, F. (2000). *Students Helping Students*. Jossey-Bass.)

Ethical Principles

Service

The primary goal is to help people in need and to address academic and social problems because we are responsible for and to each other.

Social Justice

Challenge social injustice. Pursue social change, particularly with or on behalf of vulnerable and oppressed individuals or groups. Seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Ensure access to needed information, services, resources, opportunity, and meaningful participation in decision making for all people.

Dignity and Worth of a Person

Respect the inherent dignity and worth of a person. Treat each person in a caring and respectful way, mindful of individual differences and cultural and ethnic diversity.

Importance of Human Relationships

Recognize the central importance of human relationships and understand that relationships between and among people are an important vehicle for change. We engage people as partners in the helping process. We seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Integrity

We behave in a trustworthy manner. We act honestly and responsibly and promote ethical practices.

Cultural Competence

We encourage cultural awareness, sensitivity, and values into our personal and professional behavior and practices.

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Awareness of Cultural Difference

(<http://www.kwintessential.co.uk/cultural-services/articles/cultural-awareness-multicultural.html>)

One of the most important aspects of the jobs of Transfer Peer Mentors is to be aware of, and sensitive to, cultural difference among our students.

Race and ethnicity are only two of the many identity factors that contribute to our worldview, and that of our students. Some others are gender, socioeconomic status, level of acculturation to majority norms, geographic region of origin, level of mobility, sexual orientation, educational achievement, speech patterns, family structure, religious beliefs, age, health status, and varieties of “challenges” and “ability.”

Cultural differences manifest in many ways. Within any setting, a person’s cultural background will impact how they act and behave. There will be differences in areas such as communication, attitude towards conflict, approaches to task completion, and decision making styles.

Build your cultural knowledge: Try and learn more about other cultures and countries. Information is easily found on the internet and in books. You can also ask your colleagues.

Treat people as individuals: Information in other cultures is usually based on generalizations. This means that the information will not apply to every single member of that culture. Be aware of this and try to deal with people as individuals. If you aren’t sure, ask. Often people would rather answer your question than have you assume anything about them.

Withhold assumptions: Try to avoid jumping to conclusions about people. One of the first rules of cultural awareness is refraining from assuming one way is wrong and one is right.

Listen actively: Active listening is another cornerstone of cultural awareness. When listening to people you should really pay attention to the words used, the way they are said, the context, and also read between the lines.

What is a mentor?

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”

John C. Crosby

A mentor takes on many roles. A mentor is someone who:

- listens
- offers encouragement
- acts as a role model
- discusses possible solutions to difficulties
- shares their experience and knowledge
- helps another to stay on track and reach their goals
- supports
- motivates
- advocates for student’s needs

Establish an open, friendly, and trusting relationship with the student. The primary task of a mentor is to develop a positive relationship with the student. Some mentors may spend the greater part of a semester focused on the task of building rapport. It is no small accomplishment to gain the trust and confidence of a student.

Help students develop life skills. These skills will vary depending on the age and maturity level of the student. Mentors can role play with introductions, or demonstrate other social skills. Mentors can teach students about personal qualities needed for succeeding in school or holding a job.

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Provide students with new possibilities and opportunities. Mentors may model rules, values, or ways of working or living to which the student never before has been exposed. Mentors can expand their exposure to and understanding of the world and acquaint them with the opportunities it holds for them.

Mentors model the communication process and thus help students increase their ability to interact and communicate with others. Students learn to express themselves to others more clearly. This ability can help them in dealing more effectively with all people in their lives.

“It is a **bridge** for students and resources”

The Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - * School officials with legitimate educational interest;
 - * Other schools to which a student is transferring;
 - * Specified officials for audit or evaluation purposes;
 - * Appropriate parties in connection with financial aid to a student;
 - * Organizations conducting certain studies for or on behalf of the school;
 - * Accrediting organizations;
 - * To comply with a judicial order or lawfully issued subpoena;
 - * Appropriate officials in cases of health and safety emergencies; and
 - * State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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Confidentiality

There must be a mutual understanding between TSC staff and students that conversations are protected between them. A bond of trust is formed when a student comes in to visit his or her Transfer Peer Mentor. The relationship will not be successful without trust. Violating a student's trust can damage the student's connectedness with TSC beyond repair. It is crucial that TSC Transfer Peer Mentors give students their full attention and maintain confidentiality at all times. Students should be assured that what they share with you will be kept in confidence.

The exception to keeping confidentiality is if a student conveys information that could result in self-harm or harm to others. In such a case, it is your duty to report the information to a Transfer Specialist, or other senior staff member. If such a person is not available, please walk the student to the UCD Counseling Center for evaluation. It is also important to note and report other mental health concerns and substance abuse issues.

As a Transfer Peer Mentor, it is acceptable to discuss student issues with the appropriate Transfer Specialist. It is important, however, to ensure that such discussions are held in private, and for the purpose of sharing information or trouble-shooting. It is not permissible to discuss student issues with any parent, friend, or roommate or any other individual or group without the written permission of the student.

Confidentiality Rules

1. No information may be given to anyone outside of the TSC program without written permission of the student.
2. TSC business is not appropriate conversation material outside of the TSC office.
3. Discretion should be used when discussing personal issues with students in a public space so that others cannot hear the conversation.
4. All written reports about students must be kept in a private place. DO NOT leave papers or files exposed or lying around where others could read them.
5. Information within the TSC office is confidential. No one should read anything for which he or she has not been given permission.
6. When using the computer, be conscious that you are accessing personal information. DO NOT leave the computer when you have student's information up on the screen, and make sure that other students are not able to access private information.
7. We do not provide student addresses, e-mail addresses, or phone numbers to other students or external personnel outside of the TSC program.

I have overviewed each component below with TSC staff and read and understand the following TSC Peer Mentor guidelines:

- Transfer Peer Mentor Work Responsibilities
- General Work Rules and Guidelines
- Additional Work Responsibilities at the (TSC)
- Dress Code and Standards
- Guidelines for Ethical Practices
- Awareness of Cultural Difference
- What is a mentor?
- The Family Education Rights and Privacy Act (FERPA)
- Confidentiality Rules

Employee: _____
Print Name Signature Date

Supervisor: _____
Print Name Signature Date