

**Each One, Reach One
Mentor Manual
2019**

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Each One, Reach One Program

What if each of us was able to play a role in retaining just one student to SWU for Spring 2019? If each SWU employee did this, that could have a huge impact on our retention efforts! WOW!

Description

This **voluntary** campus-wide campaign is designed to empower faculty, staff, spouses, and (adult) friends of our community at SWU to play a crucial part in the life of one student who wants to stay at SWU but may be struggling, in some way, to do so. This campaign is designed for two reasons: 1) to boost both on campus and online retention efforts; and 2) motivate employees to put into practice what we say every day—to promote a student-focused learning community dedicated to transforming the lives of our students!

Noel Levitz research proves, “It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on a campus.”

Should you choose to participate, you will contact The Office of Retention to be “matched” with a student. We will be focusing primarily on students who are at-risk, have expressed interest in this type of program, who have expressed a desire to transfer, and those who could greatly benefit from mentoring. This will be in ADDITION to existing retention efforts. Can you image the impact???

Retention staff can connect you with a student who is like you (similar interests, similar career path, or similar background). We will review all students and faculty/staff who’d like to participate and match accordingly.

Rewards

What do you get for doing this? The intrinsic feelings of seeing your hard work and strategic efforts come to fruition when your student walks across the stage at graduation, or decides to take one of your classes or join your academic program, or wants to do work study in your office, or, let’s face it, wants you to mentor him/her throughout their college career! YOU could have an incredible impact on students! Isn’t that what we are all here for?

Outcomes

YOU are the best SWU salesperson! Want to grow your program? Start here! Want to get more students here who will pay their bill? Take part! Want to grow our student population and retain students who will strengthen what we are already doing? Take action now!

Training

The Office of Retention will offer training to ALL faculty and staff who choose to participate. Even those with a heart for mentoring could brush up on some skills necessary to positively work with this generation of students. The Office of Retention will teach you everything you need to know!

Benefits

- Student has an additional connecting point with the SWU community
- Student feels supported and connected to others on campus
- Increase in retention
- Other colleges/universities aren't doing this!—"inventive retention"
- Other colleges/universities aren't doing this—"generous community"
- Employees foster a tighter connection to campus and the institutional mission
- Employees find a new respect for other employees on campus (i.e. "I didn't realize there was so much that happens in the advising process!" or "I didn't know we offered that scholarship!")

References:

Noel, L, Levitz, R., & Saluri, D. (Eds) (1985). *Increasing student retention*. San Francisco: Jossey-Bass.

Mentor Overview and Responsibilities

Being a mentor is an opportunity for you to share your experience, knowledge, and skills with a SWU student who is preparing to enter life during and after college. You will act as a coach and guide, helping to develop your student's personal and professional growth.

Purpose of the program

This program is designed to, ultimately, improve retention by proactively and intentionally working with SWU students one-on-one, outside of the classroom, to promote overall success in college. The connection between the mentor and mentee should foster holistic growth for the student. Mentors will *not* be academic tutors, will *not* provide mental health counseling, and will *not* be held personally responsible for the student's success at SWU.

Responsibilities of the Mentor

- ____ Weekly OR biweekly meetings with student
- ____ Weekly OR biweekly academic progress check-in
- ____ Attendance checks
- ____ Learning the student's life, personal, and career goals
- ____ Being a positive role model
- ____ Promotion of student autonomy (helping student assert independence as a young adult)
- ____ Pushing student toward success
- ____ Connecting student to available resources on campus (examples include, but are not limited to: TRiO, tutoring, professors, student groups, counseling, etc.)

How to be a GREAT Mentor

Want to be a GREAT mentor? Here are some important things to remember as you help your student:

1. **LISTEN.** Listen, listen, listen. Students who have signed up for this program are anxiously awaiting the opportunity to connect one-one-one with you and to have your undivided attention. Be sure to listen to your mentee. Specifically, listen for what any underlying issues might be.
2. **Deliver honest feedback.** Don't sugar coat the truth. Deliver truth in a way that is helpful and beneficial to your mentee.
3. **Motivate and inspire.** You are the leader in this mentor-mentee relationship. Your mentee will look up to you. Motivate your mentee toward success by encouraging, offering feedback, and by sharing your own practical life experience.
4. **Establish mutual respect.** Respect should begin early on with your mentee. It's much harder to establish this later on. Be respectful of each other's time, opinions, and personality.
5. **Be present and open.** You should be honest with your mentee as you feel comfortable. Be willing to offer guidance while remembering no two journeys are exactly the same. Remember to uphold the values

Guide to Holistic Student Wellbeing

This portion of your manual is designed to offer some specific ways you can “coach” your mentee in areas in which they may need additional support, direction, or practical steps to take.

We know that college students are experiencing a new journey in life, and this can come with many challenges and victories. As mentors, we can help guide our students and teach them the importance of balance in all areas of life. The information below is designed to be a guide for YOU to help your student. Being a small, Christian college, we have the ability to truly develop our students into the men and women God has designed them to be. You are not required to walk through each of the points below with your student. As you get to know your student, you should be able to tell areas in which he/she needs guidance and encouragement. Feel free to use the information below as YOUR guide to help your mentee.

Personal Development

- is committed to the growth as a whole
- aims to support students and encourage them to pursue a well-rounded college experience
- helps the student maximize their personal potential
- We aid students in their transition into higher education, equip them with the skills necessary to meet challenges they may face, and prepare them for life after graduation.

When we think of wellness most people may initially think of the physical aspects of it such as nutrition and fitness, but there are many more areas that paint the holistic picture of an individual’s well-being. Below are eight dimensions of health.

- Emotional
- Physical
- Social
- Occupational
- Intellectual
- Financial
- Environmental
- Spiritual

Social Health/Student Involvement

There is more to the college experience than the classroom. College campuses offer endless opportunities to get involved as well. Student involvement (or lack thereof) can completely alter students’ experience and perception of their college environments. Learning good communication skills, developing safe intimacy with others, connecting and contributing to one’s community, living up to healthy expectations and demands of our social roles, creating a support network of friends, colleagues and family members, showing respect for others and yourself, building a sense of belonging.

Activities include:

- Intentionally seeking out others to get acquainted (e.g., having a meal with someone)
- Getting involved in a social event
- Contributing to the community (e.g., Community Engagement events)

Student involvement is so important! WHY?

1. It allows students to become connected to their school: Colleges are full of resources, but the responsibility is on the student to seek them out. Being involved helps them to do that.
2. It helps them build community: Since they're leaving their family and sometimes their friends behind, getting involved helps them discover new friends with similar interests.
3. It allows them to discover their passions and strengths: These will follow them all through life. It allows them to discover what they don't like, too.
4. It's a résumé builder: Freshman year is not too soon to begin thinking about positioning yourself for future employment
5. Sometimes, busier students do better in all areas: This will vary a lot by the student, of course, but more free time does not always equal better grades. Being involved will require some organization and time management on the part of the student—and that is a good thing.

Emotional Health

Awareness and acceptance of one's feelings and cognitions, coping with and expressing emotions in a healthy and adaptive manner

Activities include:

- Practicing stress management techniques
- Seeking help when feeling sad or overwhelmed

Environmental Health

Enjoying good health by occupying pleasant, stimulating environments that support wellbeing; trying to live in harmony with nature by understanding the impact of your actions on nature; taking initiative to protect your environment.

Activities include:

- Picking up trash around campus
- Being aware of earth's natural resources and their respective limits
- Recycling and using biodegradable materials when possible

Intellectual Health

Engaging in creative, stimulating mental activities (academic and otherwise), striving for personal growth and a willingness to seek out and use new information, making sound decisions and thinking critically, openness to new ideas; motivation to master new skills; a sense of creativity, and curiosity.

Activities include:

- Taking a non-required course or workshop
- Learning a new skill or picking up a hobby
- Reading (not for class)

Physical Health

Healthy eating, sleeping, physical activity, avoiding or reducing drug and alcohol use, identifying symptoms of disease, getting regular medical checkups, and protecting yourself from injuries and harm (safe sex, wearing helmets, etc.)

Activities include:

- Exercising for at least 30 minutes per day
- Getting adequate rest (e.g., sleep more than 6 hours per night)
- Controlling your meal portions (e.g., eating in moderation)

Occupational Health

Personal satisfaction and enrichment in one's life through work, seeking opportunities to grow professionally and to be fulfilled in your "job" whatever that may be, preparing and making use of your gifts, skills, and talents in order to gain purpose, happiness, and enrichment in your life

Activities include:

- Visiting a career planning/placement office and use the available resources (e.g., making an appointment with Career Services)
- Talk to a professor about career options

Spiritual Health

Search for meaning and purpose in life; possessing a set of guiding beliefs, principles, or values that help give direction to one's life, willingness to seek meaning and purpose through Scripture, prayer, corporate worship, etc.

Activities include:

- Exploring/contemplating your spiritual side
- Allowing yourself and those around you the freedom to be who you/they are
- Worshiping

Financial Health

Learning how to manage your money and establishing a personal budget. Not living beyond your means. Learning to not let money be the driving force of your life.

Activities include:

- Learning how to be a good steward of your money.
- Donate some of your money, if possible, to a cause you believe in.

- Make a plan to pay back your student loans.
- Not getting into credit card debt. Try to pay off the entire balance each month to avoid interest.
- Thinking long term - set up a savings account.

Resources for On-Campus Students:

Health and Counseling Services (top floor of Campus Life Center)

Lori Herron, Nurse: lherron@swu.edu

Monica Perez, Counselor: mperez@swu.edu; contact Andrea Herd to schedule an appointment: aherd@swu.edu

Students with health problems, mental health counseling, or other medical-related problems

The Learning Center/Tutoring (top floor of library)

Contact: TBD

Tutoring resources, connecting with a peer tutor for specific subject areas, testing accommodations

Career Services (top floor of Campus Life Center):

Ellen Pate: epate@swu.edu

Unsure of which major to choose, career planning, resume help, career assessments

TRiO Student Support Services (top floor of Campus Life Center):

Cindy Trimmier-Lee: ctrimmierlee@swu.edu

First generation students, low income students, or students with disabilities

Student Engagement (top floor of CLC):

Matt Thorpe, Coordinator of Student Activities and Intramurals: mthorpe@swu.edu

Retention (top floor of Correll Hall)

Emily Bloxdorf: ebloxdorf@swu.edu

Persistence to graduation, potential transfers, and Each One, Reach One Mentoring Program

Parking tickets

Kindel Thomas: kthomas@swu.edu

Questions, payments, etc.

Student Life fines:

Questions and discussions should be directed to your Residence Hall RD.

Payments can be made with Kindel Thomas (kthomas@swu.edu) in the Campus Life Center.

Resources for Online Students:

The Learning Center/Tutoring (top floor of library)

Contact: TBD

Tutoring resources, connecting with a peer tutor for specific subject areas, testing accommodations

Career Services (top floor of Campus Life Center):

Ellen Pate: epate@swu.edu

Unsure of which major to choose, career planning, resume help, career assessments

TRiO Student Support Services (top floor of Campus Life Center):

Cindy Trimmier-Lee: ctrimmierlee@swu.edu

First generation students, low income students, or students with disabilities

Spiritual Life

Scott Williams: swilliams@swu.edu

Students who have questions about their spiritual life or for referrals to area counseling services

Retention (top floor of Correll Hall)

Emily Bloxdorf: ebloxdorf@swu.edu

Persistence to graduation and Each One, Reach One Mentoring Program

FERPA and Confidentiality

A Note About Confidentiality:

While it is important that as a mentor you develop a close relationship with your students, attention should always be paid to maintaining clear professional boundaries. Information that is shared with you should only be shared with the appropriate SWU personnel when necessary. If a student is sharing personal information with you, it is because they likely trust you and desire your help in some way. Therefore, mentors are expected to contact the appropriate SWU office (Counseling, Health Services, Student Life, Title IX Office, etc.) if a student provides information that warrants action. You are NOT bound by laws of confidentiality and should make this clear to your students. You are working with them in an academic/life coaching role and are not serving as a counselor. They should understand at the outset of the mentoring relationship that information they communicate to you may be shared with other SWU personnel as deemed necessary.

SWU's FERPA Policy can be found on the next page. If you have specific questions about FERPA, please contact The Office of Academic Records.

For questions about SWU's Title IX Policy, contact Dana Frost at dforst@swu.edu

Privacy of Student Educational Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a Federal law administered by the Family Policy Compliance Office in the U.S. Department of Education: 20 U.S.C. §1232g; 34 CFR Part 99. FERPA applies to educational institutions that receive any federal funding. Southern Wesleyan University is subject to FERPA.

The student's education record is maintained by the Office of Academic Records. FERPA affords eligible students certain rights with respect to the education records. An eligible student is a student who is at least 18 years of age or is enrolled at a postsecondary institution. Education records are records that contain information directly related to a student and are maintained by the University or by a party acting for the University. FERPA rights include:

1. The right to inspect and review the student's education records within 45 days after SWU receives the student's request. The University will make arrangements for access to the records and will notify the student of these arrangements. The student will be required to present proof of identification for access to the records.
2. The right to challenge, in writing, the content of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. The student shall be granted a hearing if the outcome of the challenge is unsatisfactory to the student. The student may submit an explanatory statement for inclusion in the education record if the outcome of the hearing is deemed unsatisfactory by the student.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

4. The right to prevent disclosure of the student's education record except to the extent that FERPA authorizes disclosure without the student's consent. A student's education record may be released without the student's written consent:
 - to school officials with legitimate educational interests: a school official is an individual who has a legitimate need to review an education record in order to fulfill his or her professional responsibilities;
 - to third parties endorsed by SWU who perform an institutional service or function for the University;
 - to officials of another postsecondary institution at which a student seeks or intends to enroll;
 - in response to a judicial order or lawfully issued subpoena;
 - to authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs;
 - in connection with financial aid for which the student has applied or which the student has received;
 - to parents of an eligible student if the student is a dependent for IRS tax purposes as defined in Section 152 of the Internal Revenue Code;
 - to appropriate officials in connection with a health or safety emergency;
 - to parents of a student under 21 years of age who is found in violation of any Federal, State, or local law, or of any rule or policy of SWU, governing the use or possession of alcohol or a controlled substance;
 - when directory information is requested. Directory information at SWU includes student's name, local and permanent address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards (including scholarships) received, participation in officially recognized activities and sports, and weight and height of members of an athletic team.

Currently enrolled students may request non-disclosure of directory information by completing the Request for Non-disclosure form available in the Office of Academic Records. Written requests for non-disclosure will be honored for a maximum of one year. In the absence of a non-disclosure form, SWU may release directory information about a student accordingly.

Guide to Stress Management

This portion of your manual provides specific ways to help guide your mentee through problems with stress, should these problems arise.

College requires significantly more effort from students than high school. Once you enter college, you will probably find that your fellow students are more motivated, your instructors are more demanding, the work is more difficult, and you are expected to be more independent. These higher academic standards and expectations are even more evident in graduate school. As a result, it is common for college students to experience greater levels of stress related to academics.

Many students find that they need to develop new skills in order to balance academic demands with a healthy lifestyle. Many students find that they can reduce their level of academic stress by improving skills such as time management, stress management, and relaxation.

IS YOUR MENTEE EXPERIENCING TOO MUCH STRESS?

Here are a few common indicators:

- Difficulty concentrating
- Increased worrying
- Trouble completing assignments on time
- Not going to class
- Short temper or increased agitation
- Tension
- Headaches
- Tight muscles
- Changes in eating habits (e.g., “stress eating”)
- Changes in sleeping habits

WAYS OF REDUCING AND MANAGING STRESS:

- A feeling of control and a healthy balance in your schedule is a necessary part of managing stress.
- Try setting a specific goal for yourself that will improve your mood and help you reduce stress.
- Avoid procrastination.
- Exercise regularly. Physical activity can help you burn off the energy generated by stress.
- Practice good sleep habits to ensure that you are well-rested.
- Limit the use of stimulants like caffeine, which can elevate the stress response in your body.
- During breaks from class, studying, or work, spend time walking outdoors, listen to music or just sit quietly, to clear and calm your mind.
- Start a journal. Many people find journaling to be helpful for managing stress, understanding emotions, and making decisions and changes in their lives.
- Realize that we all have limits. Learn to work within your limits and set realistic expectations for yourself and others.
- Plan leisure activities to break up your schedule.

- Recognize the role your own thoughts can play in causing you distress. Challenge beliefs you may hold about yourself and your situation that may not be accurate.
- Find humor in your life. Laughter can be a great tension-reducer.
- Seek the support of friends and family when you need to “vent” about situations that bring on stressful feelings, but make sure that you don’t focus exclusively on negatives.

Sample Mentoring Guide/Weekly Schedule

The images below are simply a guide you can use for ideas in working with your mentee. You are not expected to follow this—just a SAMPLE.

Practice 12: Targeted First-Year Mentor Matching

Sample Faculty Mentoring Syllabus

| Week | Topic |
|---------------|--|
| Week 1 | Transitioning to College Faculty mentors meet with students in residential halls to acquaint students to their new surroundings. Mentors offer advice on how to deal with homesickness, how to overcome social anxiety, and the differences between high school and college. This session can also be used to strategically identify early attrition risk by surveying students about their intent to transfer and level of disengagement at the institution. |
| Week 2 | Success in Lecture Courses By the second mentoring session, students have attended a few of their courses and are aware of the differences between high school and college-level coursework and academic expectations. Topics broached in this session may include how to participate in class, tips on note-taking, and how to prepare for recitation sessions that are a part of larger lecture courses. |
| Week 3 | Time Management Time management is a concept that almost every college freshman struggles with as new students are awarded much more free time throughout the day and more autonomy in their course selection, studying practices, and exam preparation. Mentors can offer advice on how much time students should devote to each class per week and how to budget one's time effectively between academic and social engagements. |
| Week 4 | Campus Organizations and Clubs By the fourth week of classes, students have probably attended a number of orientation sessions and campus events that introduce the various types of clubs and organizations students can participate in. In this session, mentors may ask representatives from student groups to present to the group based on the specific interests and hobbies of their mentees. In addition, mentors can recommend participation in certain types of co-curricular activities that facilitate a student's longer term academic and career goals. |
| Week 5 | Study Skills for Midterms and Finals In week five, midterm examinations are approaching and students will most likely have questions on how to effectively prepare for those exams. This is an opportunity for faculty members to offer broad advice on how students can organize their study materials, model their study habits to their particular learning style, and approach different types of midterm examinations. Since students and mentors are typically matched based on academic interests, faculty mentors can share their in-depth knowledge of how particular disciplines test subject areas. |
| Week 6 | What to Discuss in Faculty Office Hours Freshmen students can be easily intimidated by the professors instructing their large lecture courses, where students might fade into the background. However, it is imperative that students become comfortable speaking with faculty early on because later academic success depends increasingly on interactions with faculty in the student's disciplinary area. Mentors can equip students with sets of questions to ask in office hour sessions so that students come prepared to engage with their professors. |
| Week 7 | Mid-Semester Outing It is important to give students the opportunity to release some steam midway through the semester by organizing a fun group activity. This might be something simple like gathering for coffee at a local café or something more involved like going to a campus performance or sporting event. Having a relaxed session halfway through the semester reminds students that the mentorship program is designed to be a fun way to engage with faculty members rather than a freshmen requirement. |
| Week 8 | Managing Stress By week 8, students are about halfway through the semester and start to feel the burden of balancing more intense academic curriculum with social obligations. This session should introduce relaxation strategies to help students release their stress in positive ways. In addition, mentors should orient students to the various student support services at their disposal (e.g., mental health, counseling). |

Practice 12: Targeted First-Year Mentor Matching

Sample Faculty Mentoring Syllabus (cont.)

| Week | Topic |
|---------|--|
| Week 9 | <p>Choosing a Major</p> <p>Since early major selection gets students on track to timely graduation and positively impacts student retention and graduation rates, mentors should use this session to explore student academic interests and help students find a right-fit major. While many students still might be unsure about their choice, bringing major selection to their attention early will help keep major top of mind as they advance into their spring semester.</p> |
| Week 10 | <p>Course Selection</p> <p>By week 10, students are nearing the registration period for the upcoming semester. After a full semester of new courses, personal exploration, and academic and career planning, students should be ready to select a more cohesive set of courses that relate to their longer-term academic goals. Faculty knowledge of their discipline as well as their relationships with their colleagues can inform student decisions on interesting courses to take and strong professors in certain disciplinary areas.</p> |
| Week 11 | <p>Career Planning</p> <p>As a follow-up to the major choice and course selection sessions, faculty mentors can use the career planning session to map student interests to potential career tracks and job opportunities. Mentors may ask career services representatives to present to their mentees on the services they offer. This is also a good opportunity to have students take assessments like the Myers-Briggs Type Indicator, Strengthsfinder 2.0, or Strong Interest Inventory to help them match their interests, skills, and personalities to their educational and career goals.</p> |
| Week 12 | <p>Paper Writing</p> <p>The style, length, and depth of analysis involved in college-level paper writing differs greatly from the type of writing students are used to from high school. In this session, mentors can offer students advice on how to brainstorm, outline, and structure college-level papers. In addition, students should be offered a writing tips worksheet with quick fixes for reforming their writing style (e.g., present over passive voice, avoidance of "to be" verbs).</p> |
| Week 13 | <p>Introduction to Co-Curricular Activities</p> <p>Involvement in co-curricular activities like undergraduate research, living and learning communities, capstone projects, on-campus employment, study abroad, and service-based learning is strongly correlated with student retention and timely graduation. Since students leave the comfort and insulation of extensive first-year programming like the faculty mentoring program after their freshman year, this is a good opportunity to introduce the variety of available co-curricular activities for upperclassmen. Since faculty participation is an integral part of many co-curricular programs, faculty mentors are well-positioned to speak to the value added for participation in the programs.</p> |
| Week 14 | <p>Studying for Finals</p> <p>While faculty mentors led a session on studying for midterms in week 5, students would benefit from a refresher session on strategies to prepare for final examinations. Often, final exams are much longer and require many more components (e.g., writing sections, fill-in-the blank) than midterm exams. This session should offer recommendations for finals-specific needs (e.g., creating study plans during reading days, organizing essays in blue books, budgeting time during extended exam sessions).</p> |
| Week 15 | <p>End of Semester Outing</p> <p>Faculty mentors should end the semester with a fun outing with all of their mentees. This may be a dinner at the mentor's home, a campus performance or concert, an athletic event, or a holiday party. The final session should celebrate the strides that the mentees have made in acclimating to college life, exploring their academic and career interests, and getting involved in campus life and culture.</p> |