**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 meetings with student
* \_\_\_\_ Weekly 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 Well-Being**

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:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| If you need help with… | Office | Location | Office # | | Contact | | Phone | | Email | |
| Academic Resources | | | | | | | | | | |
| Grades and transcripts | [Academic Records](https://www.swu.edu/academics/academic-support-and-resources/academic-records/) | Stuart-Bennett | Stuart-Bennett 0-8 | | Brandy Pilgrim | | 864-644-5533 | | [bpilgrim@swu.edu](mailto:bpilgrim@swu.edu) | |
| Academic Support/ Tutoring | [Student Success Center](https://www.swu.edu/academics/academic-support-and-resources/tutoring-and-disability-services/) | Library Second Floor | Rickman Library 224 | | Dr. Tonya Strickland | | 864-644-5003 or text 864-506-1467 | | [tstrickland@swu.edu](mailto:tstrickland@swu.edu) | |
| First generation student, low income student, or student with disabilities | [Trio Student Support Services](https://www.swu.edu/academics/academic-support-and-resources/trio-student-support-services/) | Campus Life Center Second Floor | CLC 207A | | Cindy Trimmier-Lee | | 864-644-5129 | | [ctrimmierlee@swu.edu](mailto:ctrimmierlee@swu.edu) | |
| Learning Disabilities | [Student Success Center](https://www.swu.edu/academics/academic-support-and-resources/tutoring-and-disability-services/) | Library Second Floor | Rickman Library 224 | | Dr. Tonya Strickland | | 864-644-5003 or text 864-506-1467 | | [tstrickland@swu.edu](mailto:tstrickland@swu.edu) | |
| Library | [Rickman Library](https://www.swu.edu/academics/library/) | Library | Front Desk of Library | | Library Services | | 864-644-5060 | | [library@swu.edu](mailto:library@swu.edu) | |
| Potentially transferring or mentoring | [Retention](https://www.swu.edu/academics/academic-support-and-resources/tutoring-and-disability-services/) | Library Second Floor | Rickman Library 223 | | Emily Bloxdorf | | 864-644-5133 or text 864-430-6189 | | [ebloxdorf@swu.edu](mailto:ebloxdorf@swu.edu) | |
| Financial Services | | | | | | | | | | |
| Questions about your Financial Aid | [Financial Aid Office](https://www.swu.edu/campus/financial-aid/) | Stuart-Bennett Bottom Floor | Stuart-Bennett 0-1 | | Financial Aid Office | | 877-644-5556 | | [finaid@swu.edu](mailto:finaid@swu.edu) | |
| Student Account and Billing | [Student Accounts](http://www.swu.edu/about/office-directory/group/student-accounts) | Stuart-Bennett Bottom Floor | Stuart Bennett 0-21 | | Crystal Watson | | 864-644-5520 | | [cwatson@swu.edu](mailto:cwatson@swu.edu) | |
| Counseling and Health Services | | | | | | | | | | |
| Career Counseling, Resumes, and Cover Letters | [Career Services](https://www.swu.edu/career-services/) | Campus Life Center Second Floor | CLC 216 | | Ellen Pate | | 864-644-5134 | | [epate@swu.edu](mailto:epate@swu.edu) | |
| Physical Health | [Health Center](https://www.swu.edu/life-at-swu/counseling-and-health-services/health-services/) | Campus Life Center Second Floor | CLC 224 | | Nurse Lori Herron | | 864-644-5134 | | [lherron@swu.edu](mailto:lherron@swu.edu) | |
| Mental Health | [Counseling Center](https://www.swu.edu/life-at-swu/counseling-and-health-services/counseling-center/) | Campus Life Center Second Floor | CLC 223 | | Andrea Herd | | 864-644-5131 | | [aheard@swu.edu](mailto:aheard@swu.edu) | |
| Suicidal Thoughts | CALL THIS NUMBER  1-800-273-8255 | | | | | | | | | |
| Student Life | | | | | | | | | |
| Spiritual Life | [Spiritual Life](https://www.swu.edu/faith-service/) | Newton Hobson Chapel and University Fine Arts Center | | Newton Hobson 220A | Laura Hedden | 864-644-5432 | | [lhedden@swu.edu](mailto:lhedden@swu.edu) | |
| Student Activities | [Student Activities and Intramurals](https://www.swu.edu/life-at-swu/student-involvement/) | Campus Life Center Second Floor | | CLC 205 | Wes Pate | 864-644-5123 | | [wespate@swu.edu](mailto:wespate@swu.edu) | |
| Parking Tickets | [Student Life](https://f98a63563fbd4a60c1e3-c47e19be125f47eed9c4ef566904b667.ssl.cf2.rackcdn.com/uploaded/s/0e7686639_1546445126_student-handbook-2018-19.pdf) | Campus Life Center Second Floor | | CLC 210 | Deborah Rhodes | 864-644-5141 | | [drhodes@swu.edu](mailto:drhodes@swu.edu) | |
| Campus Life & Housing | [Student Life](https://www.swu.edu/life-at-swu/housing-and-dining/) | Campus Life Center Second Floor | | CLC 213 | Jason Tegen | 864-404-5471 | | [jtegen@swu.edu](mailto:jtegen@swu.edu) | |
| Security | [Campus Safety](https://www.swu.edu/life-at-swu/campus-safety/) | Campus Life Center Second Floor | | CLC 212 | Brad Bowen | 864-644-5144 or  864-508-0107 | | [bbowen@swu.edu](mailto:bbowen@swu.edu) | |

**Resources for Online Students:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| If you need help with… | Office | | Location | Office # | Contact | Phone | Email |
| Academic Resources | | | | | | | |
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| Academic Support/ Tutoring | [Student Success Center](https://www.swu.edu/academics/academic-support-and-resources/tutoring-and-disability-services/) | | Library Second Floor | Rickman Library 224 | Dr. Tonya Strickland | 864-644-5003 or text 864-506-1467 | [tstrickland@swu.edu](mailto:tstrickland@swu.edu) |
| [SWU Online Support Services](https://www.swu.edu/academics/academic-support-and-resources/academic-online-support-services/) | | Library Main Level | Rickman Library 134C | Danita Jones | 864-644-5094 | [djones@swu.edu](mailto:djones@swu.edu) |
| Learning Disabilities | [Student Success Center](https://www.swu.edu/academics/academic-support-and-resources/tutoring-and-disability-services/) | | Library Second Floor | Rickman Library 224 | Dr. Tonya Strickland | 864-644-5003 or text 864-506-1467 | [tstrickland@swu.edu](mailto:tstrickland@swu.edu) |
| Library | [Rickman Library](https://www.swu.edu/academics/library/) | | Library | Front Desk of Library | Library Services | 864-644-5060 | [library@swu.edu](mailto:library@swu.edu) |
| Academic Success Coaches | [SWU Online Support Services](https://www.swu.edu/academics/academic-support-and-resources/academic-online-support-services/) | | Library Main Level | Rickman Library 134D | Khristy Parham | 864-644-5096 | [kparham@swu.edu](mailto:kparham@swu.edu) |
| Rickman Library 134E | Jason Reese | 864-644-5096 | [jfreese@swu.edu](mailto:jfreese@swu.edu) |
| Rickman Library 134A | Lindsey Winegard | 864-644-5092 | [lwinegard@swu.edu](mailto:lwinegard@swu.edu) |
| First generation student, low income student, or student with disabilities | [Trio Student Support Services](https://www.swu.edu/academics/academic-support-and-resources/trio-student-support-services/) | | Campus Life Center Second Floor | CLC 207A | Cindy Trimmier-Lee | 864-644-5129 | [ctrimmierlee@swu.edu](mailto:ctrimmierlee@swu.edu) |
| Potentially transferring, or mentoring | [Retention](https://www.swu.edu/academics/academic-support-and-resources/tutoring-and-disability-services/) | | Library Second Floor | Rickman Library 223 | Emily Bloxdorf | 864-644-5133 or text 864-430-6189 | [ebloxdorf@swu.edu](mailto:ebloxdorf@swu.edu) |
| Financial Services | | | | | | | |
| Questions about your Financial Aid | [Financial Aid Office](https://www.swu.edu/online/financial-aid/) | | Stuart-Bennett Bottom Floor | Stuart-Bennett 0-1 | Cami Miller | 864-644-5519 | [cmiller@swu.edu](mailto:cmiller@swu.edu) |
| Student Account and Billing | [Student Accounts](http://www.swu.edu/about/office-directory/group/student-accounts) | | Stuart-Bennett Bottom Floor | Stuart Bennett 0-21 | Crystal Watson | 864-644-5520 | [cwatson@swu.edu](mailto:cwatson@swu.edu) |
| Counseling and Health Services | | | | | | | |
| Career Counseling, Resumes, and Cover Letters | [Career Services](https://www.swu.edu/career-services/) | | Campus Life Center Second Floor | CLC 216 | Ellen Pate | 864-644-5134 | [epate@swu.edu](mailto:epate@swu.edu) |
| Physical Health | [Health Center](https://www.swu.edu/life-at-swu/counseling-and-health-services/health-services/) | | Campus Life Center Second Floor | CLC 224 | Nurse Lori Herron | 864-644-5134 | [lherron@swu.edu](mailto:lherron@swu.edu) |
| Mental Health | [Counseling Center](https://www.swu.edu/life-at-swu/counseling-and-health-services/counseling-center/) | | Campus Life Center Second Floor | CLC 223 | Andrea Herd | 864-644-5131 | [aheard@swu.edu](mailto:aheard@swu.edu) |
| Spiritual Health | [Spiritual Life](https://www.swu.edu/article/the-online-chaplain-connecting-spiritually-in-a-connected-world/) | | Library Lower Level | Rickman Library 0-112 | Scott Williams | 864-644-5031 | [swilliams@swu.edu](mailto:swilliams@swu.edu) |
| Suicidal Thoughts |  | CALL THIS NUMBER  1-800-273-8255 | | | | | |

**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 [dfrost@swu.edu](mailto:dfrost@swu.edu)



**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.

