
TMP

Student Mentor Handbook

A Guide for Student Mentors



A partnership of:

Student Equity Services/Division of Student Affairs

*College of Arts and Sciences | College of Agriculture, Human, and Natural Resource Sciences |
College of Veterinary Medicine | and the Voiland College of Engineering and Architecture*

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This Handbook has been created after the MSMP Handbook (which includes a few pieces adapted and edited for use with permission from the University of Colorado – Boulder, Leeds College of Business peer-to-peer mentoring program). The content seeks to accommodate specific needs of the Team Mentoring Program. Over the years, we have incorporated quotes by TMP student and faculty mentors and mentees. In addition to MSS Staff and members of the TMP Coordinating Group, the following have made various contributions towards its creation and revisions: Carolina Silva, Christine Nishimoto, Sandra Larios, Emily Keister, Guillermo Magallanes, Sandra Herrera-Mina and J. Manuel Acevedo

Directory 2021-22

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What is the Team Mentoring Program?

The establishment of the Team Mentoring Program (TMP) at Washington State University (WSU) was a response to one of the greatest challenges facing education today about how to increase participation, persistence, achievement, and graduation of underrepresented minority students (URMs) and women in the Sciences, Technology, Engineering, Math (STEM) and Pre-Health disciplines.

TMP was designed to provide mentoring for sophomores and transfer students with degree interest in STEM and Pre-Health academic fields. Today TMP is a partnership of the Multicultural Student Services (MSS), the College of Arts and Sciences (CAS), the College of Agriculture, Human and Natural Resource Sciences (CAHNRS), the College of Veterinary Medicine (CVM), the Voiland college of Engineering and Architecture (VCEA), and the Washington State University Division of Student Affairs. It has received financial support of The Boeing Company, AT&T, and The Washington Research Foundation. TMP offers a variety of activities intended to strengthen students' connection to colleges with STEM curricula; facilitate students' success in STEM majors; increase WSU STEM retention and graduation rates; and direct students toward graduate and professional schools and/or leadership opportunities in the workforce. Ultimately, TMP seeks to increase access and retain more students from underrepresented populations to graduation within science, technology, engineering and mathematics (STEM) and Pre-Health majors.

A team includes 1-Faculty member and 1 to 2-advanced juniors or seniors (Student Mentors) who are certified in a WSU STEM degree granting college. The primary role of the faculty mentor is to guide the assigned Student Mentor (s) and share with them his/her knowledge, expertise, and wisdom(s) to facilitate their growth in the mentoring role and their assistance to mentees (sophomores and new transfer students). Mentees are selected because they are underrepresented students in the STEM disciplines and because of their expressed interest in pursuing a major in a related major.

The TMP model is one that incorporates the support of student mentors, faculty mentors, and TMP program staff in providing mentees with textbook and research scholarships, research opportunities, workshops, fieldtrips, tutoring, study tables, internship opportunities, faculty and department connections, personal support, and social and cultural activities.

Student, Staff, and Faculty Roles In TMP

TMP Coordinating Group

MSS (Graduate Assistant and Director of Mentoring Programs) and college Liaisons work closely together to facilitate the development, implementation and assessment of the program. These group supervises and assists student mentors in achieving their TMP goals of connecting mentees to academic, scholarship, research, internship, social, and cultural resources. This group leads the selection, training, and guidance of student mentors. With their support, student mentors develop their leadership and mentoring skills and refine their communication, teamwork, intercultural and global competencies, and leadership skills.

Lead Student Mentors

Students with at least a year of experience in the role of TMP Mentors are selected to be part of the coordinating group by serving as mentors to other mentors, assisting with TMP efforts to create a community/family atmosphere within the program, and helping to coordinate program logistics.

Student Mentors

TMP student mentors communicate regularly with their mentees to assist them in obtaining academic, scholarship, research, internship, social, and cultural resources. Mentors email their mentees weekly and meet with them to assist them in reaching their academic and career goals. Seeking to create a community of support, mentors guide their mentees towards academic and career success. Here are some ways Student Mentors can assist Mentees:

- Provide introductions to faculty members and their research. They need to know your research area and your colleagues in the college
- Encourage the use of office hours with questions early in the semester
- Provide guidance on appropriate and preferred means of interacting with college and faculty
- Provide information on differences between options and majors within the College. Help your student mentee know who to ask and how to connect
- Provide information on finding and preparing for internships/scholarship application and laboratory experience
- Provide support and share their experiences as a student (“I have been there, and this is how I got through it...”)

Faculty Mentors

TMP faculty mentors meet regularly with TMP student mentors to assist them in achieving their goals of connecting mentees to academic, scholarship, research, internship, social, and cultural resources. Here are some ways faculty mentors can assist and support Student Mentors as they progress toward graduation within STEM:

- Meet during office hours and other times to discuss research interests, paths to gaining experience in that area, career connections and internships/scholarships/assistantships to gain that experience, coursework to seek-out and faculty connections to make
- Invite him/her to review drafts of presentations or papers
- Invite him/her to visit/sit in on a particularly timely portion of your research
- Make introductions of your Student Mentor that will help them with their next steps along the path to their STEM degree
- Actively support them in the implementation of the Mentoring activities
- Establish a concrete plan to connect regularly with your Student Mentor (s)

Mentor Objectives & Responsibilities

Mentor Objectives:

1. Initiate and maintain *personal contact* with at least **7 active mentees**
2. Collaborate closely with faculty mentor, college liaison and other members of the TMP coordinating team to help assigned mentees make strong connections with the college/department
3. Be knowledgeable of university support services, guide mentees accordingly (*See Who Do I Call If? Pg. 20*)
4. Get to know the Mentees: Their background, their journey, their dreams. Work with them to create the path to achieve personal and career goals [Individual Educational Plan]:
 - a. Connect mentees to faculty mentor(s) – **goal: 5 mentees**
 - b. Connect mentees to off-campus internship opportunities – **goal: 2 mentees**
 - c. Connect mentees to lab/research and job opportunities – **goal: 2 mentees**
 - d. Nominate mentees to apply for the Washington Research Foundation and Boeing Cyber Grant Research Scholarship – **goal: 2 mentees**
 - e. Nominate active mentees for the TMP Book Scholarship at the end of each semester
 - f. Nominate a mentee to graduate or professional school preparation opportunities such as the McNair program, Summer Medical and Dental Educational Program (SMDEP), etc.

List of Mentor Responsibilities:

1. Enroll in and attend UNIV 497 weekly class, and commit 3 hours a week to TMP activities to meet TMP mentor expectations and to facilitate the professional growth of each student mentor
2. Find a preferred method of contact for each mentee (texting, social media or personal emails)
3. Schedule personal meetings with your mentees during and/or after your office hours
4. Collaborate with fellow mentors and/or faculty mentors to facilitate workshops and/or fieldtrips
5. Help promote TMP through presentations, workshops, and other marketing activities
6. Maintain regular communication with College Liaison and the TMP GA/PA: meet monthly with College Liaison and at least 2 times per semester with the GA/PA
7. Complete self-assessment at the beginning and the end of each semester
8. Complete evaluation of mentees' engagement in the program at the end of each semester
9. Gather information, complete, and send 1-2 mass emails per semester, and copy the TMP GA/PA and college liaison on every mass email
10. Establish consistent one office hour/study table hour per week
11. Schedule and meet regularly with faculty mentor (twice a semester at minimum)
12. Invite/refer students by email and/or by text to university-wide events, college/department events, and TMP specific events as determined by TMP coordinating team
13. Meet 2 times a semester and maintain regular communication with your college liaison (Dr. Colette Casavant, or Lori Eiland, Morann Johnson, Anita Peralta)
14. Maintain a weekly log of activities as student mentors. These weekly logs will be submitted online (see *Documenting Your Time as a Student Mentor, Page 15*)

Mentor Hours: Mentors serve a minimum of 3 hours a week, typically be broken down as follows:

- ❑ 1 Hour - weekly seminar (UNIV 497)
- ❑ 1 Hour - planning workshops, fieldtrips, and/or social events, contacting mentees, and completing mentor logs
- ❑ 1 Hour - office hour/study table in mentor's respective college/ department. This is a great time to host study tables, tutoring, organizing activities, and mentoring activities outside of program requirements, and meeting with the GA/PA.

Weekly Seminar

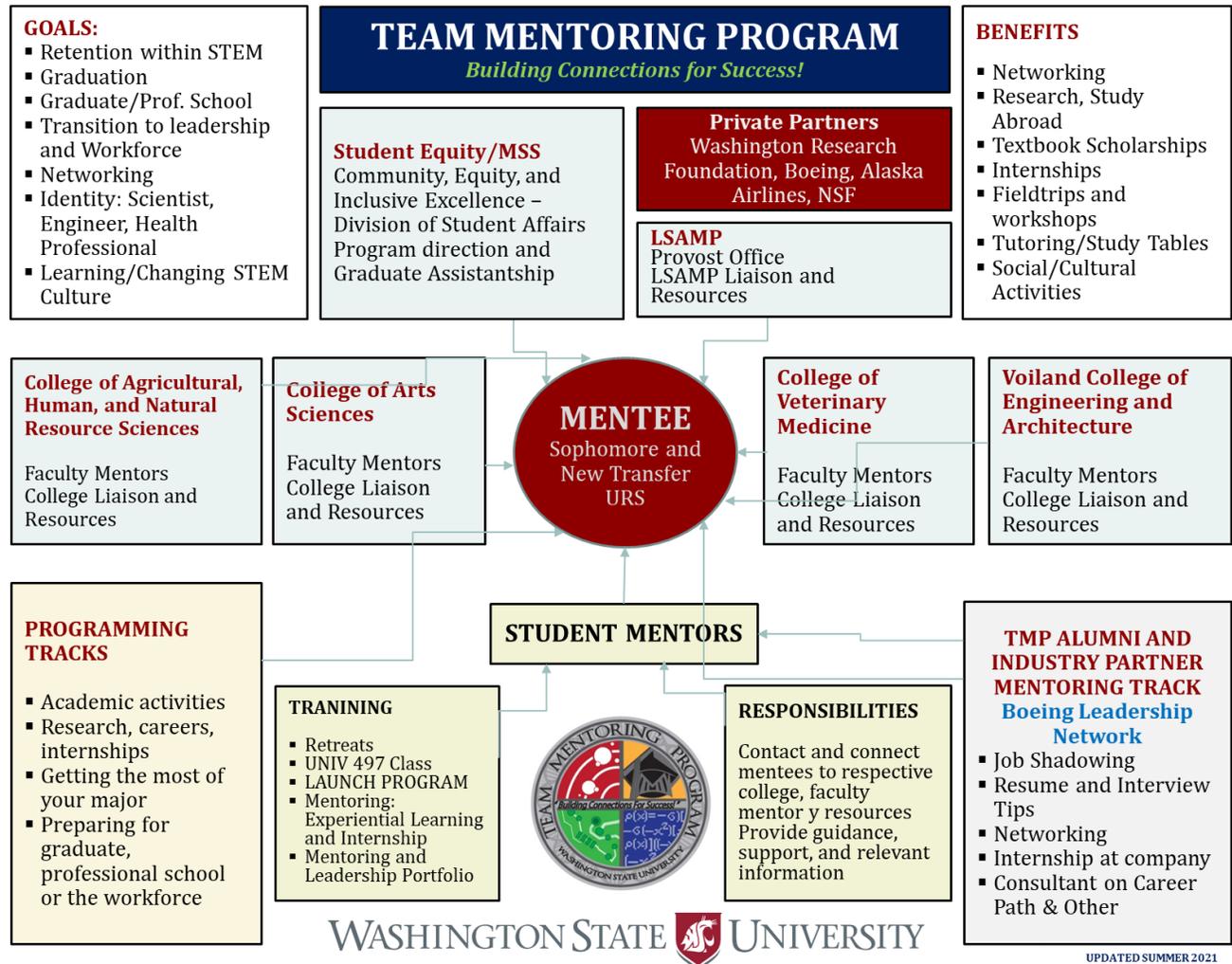
TMP student mentors enroll in a 1 credit peer mentoring class, UNIV 497, which facilitates the professional growth in leadership, mentoring, teamwork, and communication, cultural competency skills. Mentors can engage in learning about mentoring skills and praxis, group planning, teamwork activities and student-led presentations. Mentors are required to submit a portfolio that demonstrates their time spent as a mentor at the end of the school year.

Office Hours/Study Tables

TMP student mentors each host a weekly office hour on campus to schedule meetings with their mentees to develop relationships with them and provide them with academic, scholarship, research, internship, social, and cultural resources.

" The Team Mentoring Program has taught me to be a person for others and to appreciate the beauty of diversity in STEM and in life. To never stop advocating for change, and to use knowledge and compassion to make a difference in the world around me."
-Kiersten Holguin | Mentor: 2019-2021 | Major: Neuroscience

TMP at a Glance: “Building Connections for Success!”



“As a mentee, having a mentor that was both a friend and a resource was the key to my success. As a mentor, I’ve learned the power of community, networking, and that personal support can be the best way to help mentees.”
 Marissa Watanabe | Mentor: 2018-2020 | Class of 2020, B.S. Microbiology

“TMP is a support system for both the mentee and mentor. It’s about personal and professional growth in learning from each other. We help build each other up and empower each other to break down the un/spoken barriers that exist within STEM fields.”
 Asa Reyes Chavez | Mentor: 2019-2020 | Major: Civil Engineering

“As a mentor, I learned there are countless ways to help people, whether it is school or life related, and that everyone needs a mentor whether they recognize it or not.”
 Jordan Sheldon | Mentor: 2018-2020 | Class of 2020, B.S. Biology Pre-Med

“Mentoring doesn’t just go one way. Mentoring goes both ways, it connects and improves two people, the mentor and the mentee. And this connection is what TMP is all about, building a network for success.”
 Danny Tran | Mentor: 2018-2020 | Class of 2020, B.S. Biochemistry

Mentoring as an Experiential Learning and Internship for students in STEM - Expectations and Program Guidelines for Mentors

The main goals of the Team Mentoring Program focus on supporting the educational experience, the retention and graduation of underrepresented students pursuing STEM and pre-health majors at WSU. The program also provides the selected student mentors for the program with a meaningful *experiential learning and internship* that will prepare them for the mentoring role and for post-baccalaureate endeavors such as entering the workforce or professional/graduate school.

1. Practical learning experience: Throughout the year, mentors will participate in a number of mentoring activities

- Initiate and maintain **personal contact** (about 6 times per semester) with assigned mentees to help them:
 - create and maintain strong connections with their College/Department
 - guide mentees as appropriate in the areas of major selection and certification processes
 - brainstorm strategies for a successful academic experience
 - access resources within their College and encourage mentees to identify and apply for research, internships, scholarships, and other scholarly related opportunities.
- Provide guidance to acquaint mentees with the nature, structure, policies, & resources available at WSU.
- Promote and model a balanced lifestyle, emphasizing academic achievement, personal development, and engagement in major related and other learning opportunities.
- Maintain an online weekly mentoring log of activities involved in as a Student Mentor.
- Meet bi-weekly or monthly with Faculty Mentor and College Liaison.
- Assume a leadership role in the development and implementation of Team Mentoring Program gatherings, events, workshops, and special projects as requested by Faculty Mentors (i.e. internship information, tutoring, etc.).
- Invite mentees to the University Convocation, CONEXION, Career Expo, and be available for relevant College/Department level and MSS functions.
- Promote and support the Team Mentoring Program, TMP functions, events, and opportunities via TMP Facebook to Mentors, mentees, and Faculty Mentors.

2. Leadership training: Mentors will have access to theoretical frameworks and writings that will help them prepare to understand and address the unique challenges and potential of their mentees. These training includes:

- Summer Mentoring Retreat: Introduction to mentoring, Student Affairs practices, University, Student Affairs and MSS Mission and goals.
- The University 497 and serve 3 hours weekly (45 hours per semester). This class will cover mentoring theory and praxis with focus on learning about the unique challenges of underrepresented students pursuing STEM disciplines.
- Ongoing learning about University support services and University student organizations to refer and help mentees network as appropriate.
- Completion of the online course “Discrimination/Sexual Harassment Prevention”
- Learning the value of adhering to ethical and professional behavior and the importance of the Ethics for the helping professions: *Commitment, Competence, Integrity, Respect, Responsibility to Self, and Responsibility to student/Mentee*

- 3. Reflective Observation:** as a program participant the mentor will have ongoing opportunities to consciously reflect on the mentoring experience, the challenges and potential faced by their mentees on their educational experience, develop insights about mentoring to address those challenges, and their own growth in the mentoring role and as a para-professional in training.
- Present case studies during the class, in the individual meetings with faculty mentor and college liaison, and with each other as appropriate.
 - Utilizing the Self-Assessment and the Supervisor-Assessment rubric compare and discuss feedback for personal and professional growth. Students are viewed and related to as para-professionals in training who engaged in structured experiences designed to help them develop or refine skills in the following areas: entry level professional skills; the value of information and evidence; organization and university learning mission; teamwork and leadership; cultural/global competency; and communication.
 - Present personal portfolio at the end of the experience.
- 4. Additional Benefits:** In addition to the benefits already outlined, the mentors can also receive a mentoring scholarship for the year they participate in this internship and a significant experience to strengthen their resume.

Communication with your Mentees

Contact your mentees as soon as you receive your mentee list during the summer. Introduce yourself and share some basic information (like you major or what groups you are involved in). Share with them about your role as a Mentor, what the Team Mentoring Program is, and the value of being an active mentee in the program.

Mentees are likely to be surprised, shy, or even unresponsive in the beginning. Try to get them talking by asking lots of open-ended questions. Here are some sample questions to help break the ice:

- Where are you from? What is your hometown like?
- What did you do over the summer?
- What did you like the most during your first year at WSU (For continuing students)
- What made you decide to come to WSU? What other schools were you considering?
- Did other students from your high school/community college come to WSU this fall? (for new transfers)
- What was your favorite subject in high school?
- What kind of music do you listen to?
- What is your favorite movie of all time?
- What aspect of college are you most excited about? Most concerned about?
- What are your expectations for the mentor program?
- What kind of activities would you like to do this term?

Listen: Participate in the conversation by being an active listener and then ask questions to get more information.

Communicate Clearly: Be clear about the facts, your opinions, and expectations.

Let the student solve the problem: In most cases the student already knows the answer and is merely looking for someone to ask the right questions and support them in coming to a decision. Avoid statements such as “you should”; you can direct the student to the appropriate resource and then let them solve the problem.

Use your resources: We don't expect you to know the answer to every question out there; however, we do expect you to use the resources you have been provided with. It's OK to make a mistake. That is how you learn and become better. However, don't answer a question unless you are willing to take responsibility for the answer you give.

Use self-disclosure: As long as you think it's helpful you should feel free to share experiences with your students. You should, however, avoid unhelpful statements such as "I had that problem, and no one helped me."

Mentee Success

Successful mentees develop relationships with their mentors and are able to learn about unique opportunities and scholarships available to TMP students. Successful mentees apply for and engage in various academic, scholarship, research, internship, social events, workshops, and cultural opportunities, and demonstrate renewed or continued connection with their department or college.

Guide and tips for in-person and virtual Meetings with mentees

1. If this is your first meeting with your mentee, please start off by introducing yourself, where you are from, your major and why you are part of the Team Mentoring Program. Share what your extracurricular activities are, perhaps your mentee would like to get involved with your club!
REMEMBER TO SMILE
2. Allow them the time to introduce themselves, and then ask them what they expect from you as a mentor and what they hope to gain from the TMP program.
3. If they're not sure why they are part of the TMP program, this is the perfect opportunity to explain how TMP can be beneficial to them. "TMP offers the opportunity to network with your peers in similar majors, professionals in your chosen field and you can earn scholarships and grants for textbooks, research, travel and study abroad."
4. Let them know you are there to help them, for example if they are struggling with a subject that you can help with you can offer to set up weekly tutoring meetings with your mentee during office hours.
5. If they are interested in getting involved in research and you know how to help them get involved, guide them through your process. If you are not personally involved in research, then this is the perfect opportunity to reach out to your faculty mentor and schedule a meeting between yourselves and discuss the steps your mentee should take to get involved.
6. Sometimes mentees are not sure themselves what their goals are, your job is not to assign them goals but to guide them while they find their own way. Be there for them as they figure out what their journey through STEM is because it may not be the same as yours.
7. Be honest, genuine and authentic always.

"I think that one of the best resources on WSU's campus would be TMP single-handedly. Through TMP I've learned the essentials on how to make myself stand out in my educational career through various workshops put on throughout the semester and assigning me a mentor who has put me in the correct pathway for success. Through my mentor I have made personal connections with advisors, professors and other students, I have also built good study habits that I otherwise never had. Through the help that TMP has given me I feel that I have a clear pathway set for me, besides an otherwise confusingly academia"

—Ishmael Perez | Mentee: 2019-2020

Icebreaker questions to get to know your Mentee better over Zoom

1. Two Cougs and a Husky (Two good things about your week, and one bad thing to complain about) – a good overall check in for mentors and mentees alike to allow them to focus on the positive things in their lives that outweigh the negatives
2. If you could do your dream job 10 years from now, what would it be?
3. What is the best piece of advice you've been given?
4. Do you like online/distance learning or face to face learning better?
5. Do you have a pet? If not, what sort of pet would you like? Follow up: If you were an animal, what would you be and why?
6. Name one thing you really like about yourself.
7. Does your name have a special meaning and or were you named after someone special?
8. What are your favorite hobbies? Favorite food?
9. What book, movie or video have you seen/read recently you would recommend? Why?
10. What is your most used emoji?
11. Where would you like to travel?
12. What is the hardest thing you have ever done?
13. If your house was burning down, what three objects would you try and save?
14. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
15. If you had a time machine that would work only once, what point in the future or in history would you visit?
16. If you could talk to any one person now living, who would it be and why?
17. If you could wish one thing to come true this year, what would it be?
18. If money and time was no object, what would you be doing right now?
19. If you could have any question answered, what would it be?
20. If you have to sing karaoke, what song do you pick?

How to Schedule Zoom meetings with your Mentees:

1. Go to <https://zoom.us/signin> and sign in with your WSU network ID and password, then it will make you sign in a second time to the WSU system using the same information
2. Once you're logged in you can select 'Schedule a New Meeting'
3. You can change the Topic to read Meeting w/(insert Mentee Name here)
4. Input the date and time of your meeting
5. If scheduling a recurring meeting for your office hour, please check the box called 'Recurring meeting'
6. It is optional to require a meeting password, but if you want to keep Zoom Bombers out of your meeting you can require the meeting password. Be sure to share this password with your mentee.
7. Be sure to select the 'on' option for video on host and participant because you want to make sure your mentee can see you face to face so that they are also comfortable showing you their face.
8. There are many meeting options to choose from, for example you can enable your mentees to join before the host so that they can make small talk with one another in case you are late. You can also mute participants upon entry, which is more useful for lectures.
9. If you are hosting a meeting with multiple mentees and you want to break them into groups to do bonding activities, you have the option to select 'Breakout Room preassign'.
10. You can also enable a waiting room if you chose not to use the required meeting password so you can verify that you are only letting known mentees into your meeting, however, you must manually let everyone into the meeting with this option.
11. If you wish to record the meeting so your mentee or mentees can have a recording of the meeting, then you can also select this option. Save your meeting and enjoy connecting with your mentees!

"TMP has been a great experience for me, here at my second year at WSU. It gave me the opportunity to meet new people, explore and take advantage of amazing opportunities on campus that I did not know about. I do appreciate that everyone at TMP is open and engaging and wanting the best for their mentees. TMP creates a great learning atmosphere that helps to improve on classes because the mentor can help you when you are struggling or having concerns of any sort. My mentor has been great, she is very connected to her mentees, such as wanting to know if schooling is going great and outside of schoolwork as well. Which is something that I do love because it shows that they care and they want us to succeed... TMP has done so much for me and has been a wonderful experience."

-Yasmin Rodriguez | Mentee: 2019-2020

Stages of a Mentoring Relationship

1. Who are you?

Try to get to know your mentees and allow the mentees to know you. Be authentic. Be willing to spend some time getting to know them. Consider that it is hard to make a meaningful relationship just through email and text alone. Do not shy away from the face to face meetings. You do not have to pretend to be something you are not. Showing that you also have struggles will increase your credibility. It is also important to give students some space during this phase—let them to come out of their shells in their own time

2. Why are we here?

Clarify your role as a mentor. Your mentees need to know that you have a genuine interest in their wellbeing and success as students. It is also important for them to know what you can and cannot do for them. Let them know that you will always:

- Be Honest
- Will maintain good boundaries
- Allow them the space to be themselves
- Be Committed
- Stay confidential

Also let them know that you will expect the same from them. It is OK to let them know when you are disappointed that they missed a meeting or did something disrespectful.

Allow students the space to determine what kind of help they need. Some mentors are overly enthusiastic and overbearing with their mentees. Some mentees are going to want a lot of help and weekly face to face meetings. Others may be very satisfied with a weekly email or text with helpful hints and reminders.

3. Where are we going?

You will want to engage with your students to find out what they need or what goals they have for themselves. **Let the student decide their own goals, not your goals** for them. Keep notes of your student's goals. Monitor their progress by following up with them.

- What are your expectations of a mentoring relationship?
- What are some of the things you want to accomplish this semester?
- Tell me some of the greatest challenges you are having right now
- If you were not afraid of failing, what would you do?
- What is something I can do to be helpful to you?
- What are your greatest strengths and weaknesses related to study habits?

4. Are we there yet?

Every mentoring relationship must come to a close eventually. Reaching the end of spring semester does not mean that you will never see your mentees again. It just means that the relationship will change. Have some sort of closure with your mentees and leave the door open to them to continue a relationship if appropriate.

"My experience as a TMP Mentor was unforgettable. Not only did I learn how to truly mentor people, but I have forged long-lasting relationships with my mentees and fellow mentors that I will always cherish. This experience has made me grow into the independent leader I am today, as well as shaped me into the caring and nurturing person I am proud to be."

-Mara Huang | Mentor: 2017-2018 | Class of 2018, B.S. Wildlife Ecology and Conservation Management

Peer Mentor Role

In the Program...

- Be an ACTIVE participant in the program
- Put OUT more effort than you get back
- Provide regular feedback to the members of the TMP coordinating team
- Share successes/challenges with your fellow peer mentors- give/get advice on mentoring
- Plan activities with fellow peer mentors and their mentee groups

With your mentees...

- Contact your mentees as soon as you receive their names in the summer. Email/call them on an individual basis, and create a way for them to contact each other. Try to meet with them monthly regarding their progress and goals at WSU.
- Find out what your mentees are excited/concerned about in coming to WSU. You may want to share some of your own stories about your own experience transitioning from high school to college
- Come up with a couple of activity ideas and run them past your mentees. Ask them to choose one they might like to do.
- Allow the members of the group to mold the experience. Find out what their interests are and help them find common ground with each other
- Be a resource to your mentees but be honest! If you can't answer their question, direct them to a campus resource or contact your Retention Counselor for help
- Notice your mentees- a birthday card, a note of congratulations on a high-test score, a word of empathy in regards to a tough situation. These are the kind of things your mentees will remember!

Mentoring Notes:

- **Check your personal biases toward involvement opportunities/programs at WSU.** Think of something that you are involved in at WSU that has had a profound effect on your time here. Imagine that someone discouraged you from taking advantage of this opportunity. How would your life be different?
- **Represent WSU, MSS, and TMP.** As a student mentor you will help shape student impressions of Washington State University, Multicultural Student Services, and the Team Mentoring Program
- **Balance the line of friendship vs. mentor.** We hope you get a lot out of being a mentor, and friendships are definitely one of our goals for the program. However, we would like for you to think beyond being a "friend" to your mentees and further define what being a mentor is. Challenge yourself!
-

Faculty Mentor & Student Mentor Interaction: Guiding Questions

	Student Mentors	Faculty Mentors
Expectations	<ul style="list-style-type: none"> Overall, what are your expectations of TMP? What would you like to gain from your participation in TMP (personal and professional goals) What do you expect from your faculty mentor? What would you like to see take place at the meeting with your faculty mentor? And what kind of support would you like to receive? Share any concerns you may have about how to build the relationship with your faculty mentor and your role in this relationship? 	<ul style="list-style-type: none"> Overall, what are your expectations of TMP? What would you like to gain from your participation in TMP (personal and professional goals) What do you expect from the student mentor assigned to you? What would you like to see take place at the meeting with your student mentor? And what kind of support are you willing/able to provide to them in their mentoring role? Share any concerns you may have about how to build the relationship with your student mentor and your role in this relationship?
Contributions	<ul style="list-style-type: none"> What contributions would you bring to the program? How do you see your role in contributing to the accomplishment of the TMP mission and goals? What do you think are some of the challenges underrepresented students in the STEM disciplines face as they pursue their degrees? What are some helpful ways to assist mentees become more successful in their STEM studies? How would you provide support and encouragement to URM students in the STEM disciplines? 	<ul style="list-style-type: none"> What contributions would you bring to the program? How do you see your role in contributing to the accomplishment of the TMP mission and goals? What do you think are some of the challenges underrepresented students in the STEM disciplines face as they pursue their degrees? What are some helpful ways to assist mentees become more successful in their STEM studies? How would you provide support and encouragement to Mentors and Mentees as they pursue their education in STEM disciplines?
Other	<ul style="list-style-type: none"> What are some of the challenges that may prevent you from actively participating in the program? Any other suggestions or concerns you would like to add 	<ul style="list-style-type: none"> What are some of the challenges that may prevent you from actively participating in the program? Any other suggestions or concerns you would like to add

"I truly believe TMP makes a difference for the students involved, both the mentees and the mentors. You can literally see the positive changes in their professional skills and confidence in pursuing STEM."

-Dr. Mary Sanchez-Lanier | TMP Faculty Mentor

Importance of Ethics in Mentoring

I. Ethics “Moral principles adopted by an individual or a group to provide rules for the right conduct.” (Corey, Corey, Callahan – Issues and Ethics in the helping professions). In a mentoring relationship - like in any other helping relationship- the main purpose of **acting ethically** is to enhance the well-being of the mentees.

II. Ethical Principles (Taken and adapted from the Statement of Ethical Principals and Standards. ACPA Executive Council, November 1992. American College Personnel Association) -Guide the behaviors of professionals/Mentors in everyday practice

1. **Act to benefit others**
2. **Promote justice** – Commitment to “...assuring fundamental fairness for all individuals within the community.” “...demonstrating appreciation for human differences and opposing intolerance and bigotry concerning these differences.”
3. **Respect autonomy** – “...promote individual autonomy and privacy.”
4. **Be faithful** – Mentors are “truthful, honor agreements, and are trustworthy in the performance of their duties.”
5. **Do no harm** – Mentors “do not engage in activities that cause either physical or psychological damage to others.”

III. Ethical Standards*

1. **Professional Responsibility and Competence** – Mentors assume an active role in developing the knowledge and skills needed to provide mentoring. Being a competent mentor also means knowing one’s limits.
2. **Student Learning and Development** – Mentors “...must be sensitive to the variety of backgrounds, cultures, and personal characteristics...” of their mentees. These characteristics have significant impact in the mentees learning and development.
 - Treat mentees as “...individuals who possess dignity, worth, and the ability to self-direct.”
 - Avoid dual relationships (i.e. dating, sexual intimacy, sexual harassment, etc.).
 - Confidentiality
 - Confront mentees regarding issues, attitudes, and behaviors that have ethical/legal implications
3. **Responsibility to the Institution** – Mentors know and promote the mission of the institution/program
4. **Responsibility to society** – Mentors “...work to protect human rights and promote appreciation of human diversity...”

IV. Practical Recommendations

1. Consult, Consult, Consult: Collaboration with colleagues, supervisors, university resources
2. Caring and Competence: Remember the main guiding principle: “Am I acting in the best interest of the mentee?”
3. Confidentiality is a must but remember and communicate the limits

Other ethical practical recommendations

For the mentoring relationship to be successful there must be a mutual understanding between mentor and mentee that conversations between the two of them are protected. Your mentees will begin to trust you when you are able to give them all your attention and when you ensure them that what they tell you will be kept in confidence.

However, there will come times that you will find yourself in a situation where the information you receive cannot be kept confidential. The following are some situations where you will need to share information with others:

- If a student discusses with you a situation that could result in self harm or harm to others
- If a student has a condition that is beyond your ability to assist with (serious depression, drug/alcohol abuse)

People you can share this information with:

- Members of the TMP Coordinating Team
- Relevant professional staff (Counseling and Psychological Services, Hall Directors)
- Those who would already have access to confidential information without your assistance

People you cannot share information with:

- Parents (because of FERPA privacy laws; refer parents to any member of the TMP coordinating group)
- Significant others, friends, roommates, etc.

If you ever find yourself in a situation that makes you uncomfortable, please contact any member of the TMP coordinating team.

ABC's of Mentoring Students (Taken from Peer Mentor Companion (Sanft, Jensen & McMurray))

Acknowledge the student's reality. You cannot help the student if you do not understand his/her perspective. When you hear concern or frustration, do not assume that you understand the student's circumstances. Transition is a complex process involving many factors. Ask the student to explain his or her concern and listen to the answer. Also ask the student to consider his/her assumptions, and help the student see the effect of these assumptions.

Be strategic and student-focused. After you have all the information the student is willing to share, ask what the student thinks she or he should do. Listen carefully to the response. What the student thinks he/she should do is often the best way for the student to solve the problem. He/she may not have thought it through and rephrasing the response may make the student realize the solution. Many times, mentors want to solve the students' problems for them, but it's important to focus on a student's goals, not your goals for the student. You can help the student determine whether the outcome is reasonable and, if so, how to go about realizing it. If the students cannot see beyond the immediate situation, perhaps you can offer an alternative point of view.

Commit students to do it! The student will not commit to a plan of action unless he/she has been involved in developing the plan. Help the student clarify his or her intentions and promise to follow up. Most students are more likely to keep a commitment if they know they will have to be accountable to someone.

Time Management

Basic Principles

Find a path that works for you and use it.

Develop a realistic schedule. Write down all the tasks that you do habitually, including watching TV, doing laundry, walking to class, etc.

Identify the problem tasks. What are you leaving undone, doing inadequately, or putting off? Make a list and be specific

Make the task meaningful. List the benefits of completing the task. Write down your reasons for doing it. Relate the task to your goals and be specific about the payoff and rewards

Break big jobs into small, manageable parts. Make each task something you can accomplish in 15 minutes or less. Make the result measurable so you can see your progress

Write an intention statement. Carry it with you, post it, and make sure you see it often and regularly

Tell everyone. Announce your intentions publicly. Tell your friends, your roommate, and your parents. Make the world your support group

Just do it! Plunge into the task

Use your “prime” times. Identify the times of the day when you are at your best or most creative
Be honest with yourself. When you notice yourself continually pushing a task into the low-priority category, re-examine the purpose for doing it at all
Know exactly what you’re planning to do. Create an agenda for each day
Schedule flexible time. You need time, which is left open for doing other things, but it is you who decides what those things are when the time comes
Reward yourself. A reward is something that you would genuinely withhold from yourself if you do not complete the task

Suggestions on Motivation

Think through why you are going to college and try to develop some realistic and meaningful reasons for spending four years of your life doing the things required to obtain a college degree. Think through what you would like to be doing after college graduation and try to formulate some realistic and meaningful educational and occupational goals that are appropriate to your interests and abilities.

- Try to correlate your course work with your occupational goals.
- Try to get to know others who share your educational and vocational interests.
- Try to get experience that involves work that is closely related to your chosen occupation.
- Set short-term goals for yourself, for each class, each assignment, and each study period.
- Prepare a visual record of your progress toward each goal:
 - Determine the grade you want; record every quiz or test grade and keep a running grade point average so you are constantly aware of how far you need to go to reach that goal.
 - If you tend to skip class, and want to change that, keep a visual
 - record of how often you have skipped class, then you will know
 - whether or not you can actually “afford” to skip another class.
- Make a sincere effort to improve your study habits.
- Stop thinking that you are unable to grasp an idea, for that assumption causes low motivation.
- Learn to take criticism in the form of grades or in the form of dialogue with a professor.
- Watch getting caught between the constant striving for perfection and the simply get it done attitudes:
 - Constantly striving for perfection may be good, but may set you up for failure or cause you to feel you can’t be perfect, so why try?
 - Simply getting things done, which often implies a slipshod or imperfect manner, may well set the image the professor has for you.
- Remember that studying in college is your job!

Tips for Effective Problem Solving (Taken from Peer Mentor Companion (Sanft, Jensen & McMurray))

The steps you take to solve a problem don’t always follow a specific order. Being effective at solving problems includes having the flexibility to move between the stages as more information becomes available or as the situation changes.

Define the Problem- Just what is the problem you are trying to solve? Some people waste a lot of time because they are not clear about what they want to happen. Get specific and determine what the decision is about.

Generating Possible Solutions- Brainstorm potential solutions to the problem. This will help you to come up with a list of options to review.

Gathering Information- To come up with a good solution, you need to collect as much information as possible. After you determine possible solutions, find out as much as you can about each outcome.

Analyzing Options- Look at the information you have gathered and your possible solutions. Are there any that you can get rid of? Which one do you want to try out?

Identifying Obstacles- Look at your possible solutions and consider what problems you might face with each solution.

Establishing a Plan- Be prepared!

Taking Action- Taking action can be scary for some people. But action is the only way the situation is going to change! Just jump in and do it!

Evaluating and Revising- When you evaluate your choices, you know when something is working and when it is not. Sometimes decisions need to be altered to come up with a more effective solution.

Documenting Your Experiential Learning and Internship as a Student Mentor

The importance of documenting your experience and time dedicated in your role as a student mentor cannot be over emphasized. While you may be mentoring on an hourly basis unless it is documented correctly there is no evidence of you having done so. Therefore, it is vital that you submit your online weekly logs on time and in an accurate manner to the Graduate Assistant/Program Assistant.

The purpose of the online Weekly Mentor Log is to provide a summary of the contacts you made for a given week. The activities listed are a starting point. You will have an opportunity to list other activities associated with your position as a student mentor and emphasize the ISSUES and OUTCOMES of your interactions with your mentees. Remember, documenting your efforts is vital to the program, the production of informative and relevant reports, and the assessment of the impact of the program on mentees and the experiential learning of the mentors.

This online system, when utilized correctly, can provide valuable data which can be used for writing various reports to support the overall mission of TMP and the MSS office.

How to do mentor logs:

1. Go to <https://tmp.wsu.edu/> and click on “mentor logs” link or go directly to this link <https://mssmentor.wsu.edu/default.aspx>
2. Log in with your WSU network ID and password
3. Click on ‘Weekly mentor logs’ and select ‘insert new log’
4. Select the current week number and center ‘TMP’
5. Go to ‘manage hours’ and select your pending weekly log
6. Select ‘insert new hours’ and correctly input the date and number of hours you completed on that day and a short description of the mentoring activity you performed. For example, you should have 1 hour dedicated to TMP Class, 1 hour dedicated to your weekly office hour, and 1 hour dedicated to your mentoring contacts with mentees. You could add another hour or more if you participated in a TMP event/workshop that week.
7. Finish submitting those hours and select ‘manage log entries’
8. For each mentee, select the type of mentoring contacts you made with them in the left column and in the right column select any of the options if you informed your mentee about any of those resources or provided any personal support, tutoring, etc. If you had any issues with your mentee, be sure to include that under ISSUES and if the issue was resolved or not be sure to document that under OUTCOMES.
9. Most importantly, go back to the ‘weekly mentor logs’ and be sure to hit ‘update’ and check the ‘submit’ box to be sure your log is submitted properly.

Mentor Supervisor and Self-Assessment Rubric Form

1. Mentoring Duties, Challenges, & Opportunity Recognition

Emerging		Developing		Mastering		Score
1	2	3	4	5	6	
Unacceptable	Marginal	Performs to Expectations		Outstanding		
Does not present a professional demeanor. Does not turn logs in. Does not notify GA/TMP Coordinating staff when logs are behind, when missing meetings, class, and/or TMP events. Is not enrolled in either UNIV 497 class and makes no effort to comply with class assignments. Occasionally holds office hours. Demonstrates inconsistent participation as a mentor in TMP and only with constant supervision from GA/College Liaison.	Logs are turned in on an inconsistent basis and/or with constant input from GA/College Liaison. Rarely notifies GA when behind on logs, missing meetings, class, and/or TMP events. Is inconsistent in meeting UNIV 497 class requirements. Often misses weekly meeting, classes, or events with little or no prior notice to GA/College Liaison. Demonstrates marginal professional appearance and attitude when representing TMP.	Able to articulate self-awareness of personal and/or professional values. Consistent in demonstrating understanding and practice of basic mentoring expectations: timeliness, ethical behavior, engaged attitude, and completion of work assignments. Logs are turned in on consistent basis, with or without constant reminders from GA/College Liaison. Notifies GA when logs are behind, when missing meetings, class, and/or TMP events. Is enrolled in UNIV 497 and is meeting requirements or makes arrangements with GA and follows through with said arrangements. Demonstrates consistent participation as a mentor in TMP with a moderate amount of supervision from GA.		Turns in logs, attend all classes and TMP events, and completes all mentoring requirements on a consistent basis without any input from GA/College Liaison. Is creative and determined in contacting mentees. Demonstrates successful completion of personal and professional goals and can reflect on what has been learned.		

2. Information and Evidence

Emerging		Developing		Mastering		Score
1	2	3	4	5	6	
Unacceptable	Marginal	Performs to Expectations		Outstanding		
Does not ask questions. Operates on faulty assumptions. Fails to gather or use necessary information to complete work.	Repeats feedback provided without question, forgets or dismisses it. Lacks sensitivity to confidential or sensitive information.	Seeks information to enrich self or to improve mentoring practice. Asks appropriate questions. Gathers information to complete assignments. Discerns facts from opinions and may recognize bias in evidence; recognizes sensitive or confidential information.		Continuously finds information to understand mentoring & enrich self. Brings good information to mentoring; questions are salient. Professional in recognizing implications and consequences when dealing with confidential information.		

3. Organization and University learning mission

Emerging		Developing		Mastering		Score
1	2	3	4	5	6	
Unacceptable	Marginal	Performs to Expectations		Outstanding		
Does not demonstrate dedication to the team or to the context of the organizational mission.	Approaches mentoring by exploring the implications of organizational mission, how that mission relates to own ambitions, though perhaps in a limited way.	Facilitates Mentees' personal and social support through social events and activities at TMP, respective college, and other university programs. Guides Mentees in making successful transition and adjustment to the University academic environment. Assists Mentees in identifying the tools needed to successfully navigate the university environment. Provides guidance and support to mentees in understanding and meeting their own academic achievement by informing them about academic activities and resources (tutoring, workshops, etc.)		Approach to mentoring acknowledges complexity and balanced view of organization's and university's mission and values. Makes as well as sees opportunities to better self, work, and university environment. Encourages Mentees to focus on their final goal of graduation from the University by getting them connected with academic resources and personal/social support services on campus.		

4. Teamwork & Leadership

Emerging		Developing		Mastering		Score
1	2	3	4	5	6	
Unacceptable	Marginal	Performs to Expectations		Outstanding		
Shows resistance to interacting with other student centers and university resources. Verbal communication and body language projects a negative attitude towards others.	Does not demonstrate an interest to collaborate with others within TMP, colleges, and other university resources in general.	Encourages cross-collaboration within all the colleges and student centers. Is attentive to students, staff, and peer mentors in TMP. Demonstrates the ability to balance and integrate ideas from multiple perspectives. Collaborates well and respectfully with others. Connects teamwork to both career and civic responsibilities.		Understands that participating with the team takes steps to reach TMP's goals and objectives. Continually takes initiative to collaborate with peer mentors from all of the centers. Is creative and exercises determination in contacting Mentees. Consistently seeks out connecting with fellow mentors, GA and Program Coordinators.		

5. Cultural Competency-Multiple Perspectives & Diverse Viewpoints

Emerging		Developing		Mastering		Score
1	2	3	4	5	6	
Unacceptable	Marginal	Performs to Expectations		Outstanding		
<p>Refuses to interact with fellow mentors from different Centers.</p> <p>Disregards the perspective of others and acts without thinking of consequences.</p> <p>Avoids difficult, challenging, and discomfoting ideas.</p>	<p>Takes little initiative to engage with fellow mentors from other colleges, centers, disciplines. Provides no evidence of understanding that working with others with diverse viewpoints has application beyond the immediate task.</p> <p>Avoids opportunities to interact with others.</p>	<p>Interacts and collaborates well with mentees from different backgrounds.</p> <p>Recognizes positive and receptive interactions with others, recognizes those interactions as essential to future career and civic responsibilities. Mentoring performance, when opportunities permit, demonstrates positive interest in differences in race, class, gender, nationality, and sexual orientation.</p> <p>Evidence on ongoing reflection, self-assessment.</p> <p>Demonstrates learning from others.</p>		<p>Interactions with others characterized by confidence, responsiveness, and receptivity to other perspectives that reflect different cultures, norms and values.</p> <p>Connects positive interactions with diverse populations as essential to career and civic responsibilities; makes opportunities to positively engage others whose race, class, and gender, nationality and sexual orientation are different from own. Engages in ongoing reflection, self-assessment and personal enrichment and change.</p>		

6. Communication

Emerging		Developing		Mastering		Score
1	2	3	4	5	6	
Unacceptable	Marginal	Performs to Expectations		Outstanding		
<p>Communication is ineffective and generally in one direction. Rarely listens or supports the efforts of mentees or other mentors. Consistently presents self in inappropriate ways.</p> <p>Does not participate openly in staff meetings or one on one meetings with graduate assistant.</p> <p>Refuses to communicate with mentors from different centers.</p>	<p>The mentor is unable to empathize with mentee issues or conflicts.</p> <p>At times is not a good team member.</p> <p>Is not sensitive to barriers when communicating to people from other backgrounds.</p> <p>Demonstrates some sensitivity and awareness of diverse communication styles.</p>	<p>Delivery and content of communications are well thought out and designed for appropriate mentee needs.</p> <p>The mentor understands the importance of listening in communication.</p> <p>Explores alternative communication methods to help Mentees understand the Mentoring Program and the value of participating in it.</p> <p>Communicates openly with GA in staff meetings and in one on one meetings. Supports other team members' efforts by listening and sharing openly.</p> <p>Is able to articulate mentoring duties and what it means to be a role model.</p>		<p>Readily interacts with mentors from other centers, fellow students, and other members of the university and larger community.</p> <p>Fosters a comfortable environment for mentees and mentors to share ideas.</p> <p>Consistently works cooperatively with teammates contributing ideas, suggestions, and effort.</p> <p>Is sensitive and open to communication styles of people from different backgrounds.</p>		

Who Do I Call If?

The following are resources and departments that are designed to relieve college-students stress and provide opportunities for learning. Try to go beyond just knowing the name of the departments but learn where they are and at least one staff member in each office. It's much less intimidating when you refer a student to an actual PERSON within an office vs. just the office itself.

Access Center | Testing & Disability Services

Washington Building 217
<https://accesscenter.wsu.edu/contact-us/>
☎ 509-335-3417

Crisis Support Services:

Call 911 in any emergency situation or if a student poses an immediate threat to self or others

Mental Health Crisis Services

- Cougar Health Services | Weekday:
☎ 509-335-4511
Weekends & Evenings:
☎ 509-335-2159
- Pullman 24-Hour Crisis Line | ☎ 509-334-1133
- National Suicide Prevention Lifeline |
☎ 1-800-273-8255
- Crisis Text Line |
☎ Text HOME to 741741
- WSU Employee Assistance Program |
☎ 1-877-313-4455

Cougar Health Services

Washington Building
<https://cougarhealth.wsu.edu/>

- Medical Clinic | ☎ 509-335-6233
- Counseling & Psychological Services |
☎ 509-335-4511
- Pharmacy | ☎ 509-335-5742
- Vision Clinic | ☎ 509-335-0360
- Programs & Outreach |
☎ 509-335-9355
- Billing & Insurance |
☎ 509-335-3575

Computer problems:

- COUGTECH | CUE 302
<https://its.wsu.edu/cougtech/>
☎ 509-335-4357
- CORETECH | *Apple specific products* | CUB Ground Floor
<https://coretech.wsu.edu/>
☎ 509-335-2326

Cougar Card Center

CUB G60
<http://cougarcard.wsu.edu/>
☎ 509-335-CARD

Dining Services

<http://dining.wsu.edu/>
☎ 509-335-5498

Financial Aid, Scholarships & Student Employment

Student Financial Services
Lighty Student Services 380
<https://financialaid.wsu.edu/>
☎ 509-335-9711

Gender Identity, Expression and Sexual Orientation Resource Center (GIESORC)

Compton Union Building 401
www.thecenter.wsu.edu
☎ 509-335-8841

Housing: Residence Halls & University Apartments

Housing and Residence Life |
Streit/Perham Hall, 2nd Floor
www.housing.wsu.edu
☎ 509-335-4577

Office of International Programs

Kruegel Hall | <https://ip.wsu.edu/>

- International Undergraduate Admissions | ☎ 509-335-8117
- Immigrations & Visa Questions | ☎ 509-335-4508

Office of the Ombudsman

Wilson-Short Hall, Room 2

<http://ombudsman.wsu.edu/>

☎ 509-335-1195

Police Department – WSU Campus

www.police.wsu.edu

☎ 509-335-8548

Registration, add/drop/withdraw

Registrar's Office

French Administration 346

www.registrar.wsu.edu

☎ 509-335-5346

Roommate Issues:

Contact Residence Education Director (RED) for specific Residence Hall

<http://reslife.wsu.edu/staff/hall-directors/>

Student Legal Services

Compton Union Building 305

☎ 509-335-9539

✉ aswsusls@wsu.edu

Student conduct & behavior

The Office of Student Conduct

French Administration, Suite 130

www.conduct.wsu.edu

☎ 509-335-4532

✉ conduct@wsu.edu

University Recreation: Fitness & Intramurals

WSU Recreation Center

<http://www.urec.wsu.edu>

☎ 509-335-8732

Violence Prevention | Green Dot

<https://greendot.wsu.edu/community-resources/>

Women's Center

Wilson-Short Hall, Ground Floor, Room 8

www.women.wsu.edu

☎ 509-335-6849

WSU Food Pantry

Trio SSS Food Pantry

Light 260X

<https://www.aea.wsu.edu/trio-sss-food-pantry/>

The Writing Center

www.writingcenter.wsu.edu

Tutoring

- Center for Advising and Career Development
<http://cacd.wsu.edu/students/peer-tutoring/>
- College of Engineering & Architecture
<http://www.cea.wsu.edu/tutors>
- Residence Halls- all tutoring for students living in the residence halls is provided free of charge. Students should contact their RA to get a referral for a tutor.
- Math Learning Center
<http://www.math.wsu.edu/studyhalls/>
- Chemistry Tutoring | Fulmer 3rd and 4th Floors