

Peer Mentor Handbook

Academic Year 2023 - 2024

Multicultural &
Diversity Center



TREASURE VALLEY
COMMUNITY COLLEGE

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Mission Statement

TVCC Peer Mentoring Program will provide First and Second-year TVCC students with a supportive one-on-one relationship with a peer mentor focused on promoting the student's overall success.

The objectives of the program are:

- Develop and strengthen a sense of student identity.
- Become integrated into the school, faculty, and campus.
- Articulate a sense of purpose about being enrolled at TVCC and pursuing their education.
- Acquire the necessary skills to become independent and life-long learners.

Vision Statement

To enhance the collegiate experience and improve students' success at Treasure Valley Community College. Thereby contributing to the cumulative prosperity of the student body and community in which it operates.

What is peer mentoring?

To define a Peer Mentor, we must first acknowledge what it means to be someone's 'peer.' A **peer** is "someone of equal standing with you— a friend, a colleague, a fellow student." We all have many, many peers throughout our lifetime! However, we do not all experience what it is like to have a mentor.

A **mentor** fosters a structured and trusting relationship with their mentee by providing "constructive role-modeling, encouragement towards raised aspirations, and positive reinforcement for the achievement of goals." When someone fits the description of a peer and a mentor, we call them a **peer mentor**. This individual "has learned from experience and has developed skills to guide other students through college successfully." A peer mentor can act as an adviser, a guide, a sounding board, and a resource.

A peer mentor focuses on "promoting the overall success of the whole student, not just developing proficiency in a particular subject." As a peer mentor, you will attempt to build a more personal relationship with your peers and help them recognize their goals and abilities so that they may achieve success.

A focus group of to-be mentors provided the following characteristics to describe what a 'mentor' means to them: *good listener, empathetic, supportive, strong character, dependable, people-person, outgoing, knowledgeable of resources, flexible, works well with others, and maintains boundaries*. Another essential characteristic of a mentor is having "optimism about life," as was expressed by several college students. One's positive attitude will encourage and support other students to discover their abilities to succeed.

As a mentor, one should hold a great appreciation for their role. The value of mentoring is immeasurable. Mentors should feel a sense of commitment to the program. Influential mentors recognize the excellent opportunity to make a lasting contribution to a mentee's life.

How is mentoring different from tutoring?

A "tutor may develop a relationship with the student being tutored, but the role in most tutoring situations is to teach or clarify content specific to a course." Tutoring is limited to a specific time, space, and subject. However, mentoring is not. Mentoring skills can complement tutoring skills and improve the overall experience of the person receiving assistance.

Benefits of being a mentor

- Develop leadership and mentoring skills
- Network with multiple TVCC stakeholders and outside resources
- Contribute to your campus community

How to be an effective mentor

During your first few meetings, which may be through email or in person, it is important to keep a few principles in mind:

1. Make an excellent first impression

- (a) Speak in lower tones and keep your voice relaxed - this will portray confidence and knowledge.
- (b) Be informed- about the program, the goals for your relationship, and how you can help.
- (c) Discuss confidentiality and establish clear boundaries

2. Communicate to the mentee that they are unique

- (a) "I'm looking forward to meeting you in person, Allison!"
- (b) Remember to call the mentee by their name throughout the conversation.
- (c) Listen for feelings- tune in to clues (e.g., tone of voice) and react accordingly.
- (d) Try to relate to the mentee and build rapport.

3. Be an effective listener

- (a) Try to be more interested in what the other person has to say than what you have to say
- (b) Put aside all other work and distractions.
- (c) Generate a visual picture of what the mentee tells you.
- (d) Don't cut the mentee off.
- (e) Ask questions and give feedback.
- (f) Each student has their strengths- you are there to help them discover these, not to make them clones of you.
- (g) Be sensitive to students with special needs.

4. Be enthusiastic about your work

- (a) Lead by example.
- (b) Learn everything you can about what TVCC offers students.
- (c) Put personal problems aside.
- (d) Be sincerely interested in the conversation.
- (e) When dealing with an angry/upset individual, stay composed and do not take things personally. Use empathy and take a break when needed.
- (f) Remember, the most beneficial relationship will be reciprocal (i.e., mutually benefiting).

5. Communicate to the mentee that the TVCC Mentoring Program exists to help them maximize their experience at TVCC.

- (a) Establish initial meetings and structure for mentoring sessions.
- (b) Focus on developing a sense of understanding and commitment within the relationship.
- (c) Gradually, over time, the mentors need to be able to step back, little by little, as the mentees assume more responsibility for the mentoring sessions

Mentoring sessions

- All mentoring will take place through email or face-to-face during on-campus meetings.
- Please feel free to use the Peer Mentoring Program office to meet and any other campus location. Attending campus events together is a great way to get to know your mentee. Try to identify activities of interest to both of you: service learning projects, sporting events, lectures, student-life programs, plays, etc.

The effective closure of a mentoring relationship

Are you there yet?

- The mentoring relationship should end when the mentee has shown progress in their endeavors, achieved their desired skills and goals, and demonstrated confidence in their ability to succeed independently. This stage of your relationship gives you time to reflect upon what you have accomplished together.
- A mentoring relationship can end for many different reasons. A student may be near graduating or transferring. They may also have to choose to discontinue school to deal with other life concerns.
- Just as each student is unique, the length of time that you need to spend in the mentoring relationship will be different. Some students may require or request little help, while others seek your advice consistently across a quarter. Remember that you are not there to help them throughout their academic careers. Your ultimate goal is to see them grow and possess the necessary skills to succeed independently.
- Reaching this stage does not mean that your interaction with the student has ended. It just means that your relationship will take on a different form.

Cultural Humility

In this training, you will learn the following:

A person with cultural humility is aware that there could be differences between their culture and another person's and that these differences could affect their relationship and communication.

Culturally sensitive people attempt to avoid prejudices and preconceptions about other cultures.

As a mentor, you must be aware of cultural differences between you and your mentee. You must learn to accept other cultures (even if you disagree entirely) and not let differences in beliefs hinder the relationship.

It is also essential to familiarize yourself with the expected behaviors of a different culture. Certain behaviors or expressions that may seem acceptable to you could be perceived as rude or derogatory to others. Ask your mentee to share these with you or do a little research of your own.

Cultural Humility Vocabulary:

1. Cultural Humility
2. Microaggression
3. Imposter Syndrome
4. Stereotype
5. Racism/Racist

Ally Training

In this training, you will learn the following:

Many members of the LGBTQ+ community are forced to choose how they react/act in different life scenarios. And if you are part of the majority (Straight), you don't have to worry about being outed or discriminated against. (Keeping in mind we can be part of a majority pool in different scenarios)

This can open the door to the conversation for other issues, such as marriage inequality for people with disabilities. A similar concept is interracial marriage. Intersectionality (overlap between movements), such as abortion rights, can create a negative snowball effect.

Ally Vocabulary:

1. Ally
2. Gender expression / Gender Identity
3. Homophobia / Transphobia
4. Passing / Cisgender
5. Questioning / Coming out
6. Queer

FERPA

All mentors are required to complete the training on the **Family Educational Rights & Privacy Act (FERPA)**

Mentors must complete this training before their first mentoring session, pure chat activity, or early intervention request.

1. training provided by the VP of Student Services will be provided to all student leaders
2. Peer Mentors will complete additional review:
 - a. <https://studentprivacy.ed.gov/training/ferpa-101-colleges-universities>

EARLY INTERVENTION TOOL

Early Intervention is a tool designed for faculty to communicate with us if they have concerns regarding student success in their class.

The message may range from missing class, missing assignments, not paying attention in class, etc.

Examples:

Intervention Request

January 17, 2023

An intervention for [REDACTED] (Student ID [REDACTED] 0) in course GENERAL PSYCHOLOGY (PSYC 202 OV) has been requested for the following reason(s):

Poor Attendance

[REDACTED] has not attended class or completed any assignments.

Peer Mentor's Responsibility:

1. Contact the student
 - a. Phone Call
 - b. Email
2. Relay Message of Professor
 - a. Instructions left by instructor
 - b. Figure out if they need additional support
3. Document the response and email Multicultural Coordinator
 - a. If at any moment you don't feel safe or have a difficult time answering questions, do let the coordinator know
4. Weekly Meetings
 - a. Peer Mentors and Multicultural Coordinator will meet weekly to debrief on intervention cases

PURE CHAT

Pure Chat is a live chat software that TVCC has implemented to communicate with students who may have a wide range of questions regarding campus resources.

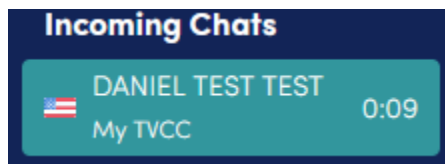
You most likely have been a potential software user, as it pops up when you log into my.tvcc.cc

Peer Mentor's Responsibility:

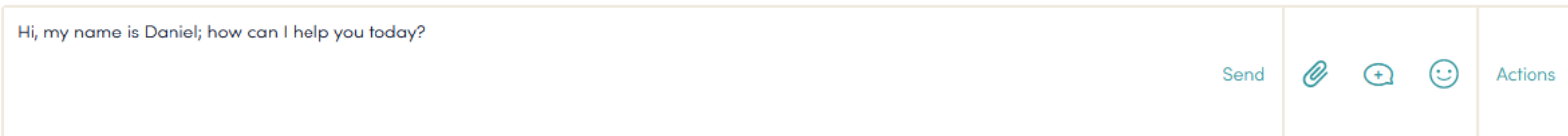
1. Be Online and ready to answer questions
 - a. Only be logged into pure chat during work hrs.
 - i. Your Box should be Blue and state the following:



- b. Make sure your setting allows pop-up chats to notify you
 - c. Use google chrome and make sure the volume is on loud
2. Keep on Track
 - a. When a notification comes in, you will see the following in the right-hand corner; click on it and begin a conversation



- b. Begin the conversation by introducing yourself (First name only)
 - c. It may take time for some folks to reply; use the action tool button to either leave or end the conversation
 - d. Document your use of pure chat for reporting purposes



Boundaries

- Before you begin your mentoring relationship, you should know your boundaries and how to establish them within a mentoring relationship. It is important to discuss limitations early. You can have this discussion while filling out the confidentiality agreement together.
- Students must trust and open up to you, but you must avoid becoming too involved in personal circumstances. It would be best if you continued to discuss boundaries throughout the relationship.
- At no point shall a mentoring relationship turn into a romantic relationship.
- Communication should remain through face-to-face contact, text messaging, and email only. Social Media Apps are not a suitable means of communication (unless approved by the Coordinator)
- Mentors and mentees will not threaten to cause harm to one another.
** At any point that one feels these boundaries might be compromised, please consult with the Multicultural Outreach Coordinator before a crisis develops.*

Crisis management

As a mentor, you act as a student advocate. However, you are not a miracle worker. You do not need to be responsible for your mentee's every request. Remember, one of the main program objectives is for mentees to acquire the necessary skills to become **independent** and **life-long learners**.

When a mentee comes to you in crisis, remember these essential principles:

- Keep a calm voice and listen – this will help the mentee to calm down
- Ask the mentee to describe the situation or problem
- Listen for what the *real* problem is
- Use decision-making skills to establish a plan to solve the crises
- Ask the mentee if they have sought help previously
- Make appropriate connections or referrals
- A mentee may or may not seek out your help. In situations where you believe a mentee is experiencing some problems or a crisis, be on the lookout for these observable warning signs:
 - Change in attitude about school
 - Sleeping in class
 - Not attending class
 - Missing or being late with assignments
 - Negative comments about themselves
 - Negative comments about others
 - Being quickly angered or bothered

RESOURCES & Policies at TVCC

Academic Advising

<https://www.tvcc.cc/advising/index.cfm>

Academic advising is a team activity. The better prepared you are when you meet with your advisor, the better they can help you choose the right academic plan. Doing a little research first - and making a solid degree plan - can save you a lot of money and frustration. We aim to help you know what to take, when, and how to reach your goal. Together, we can get you wherever you plan to go.

Student Right to Know Information

https://www.tvcc.cc/about/student_right_to_know/

Treasure Valley Community College (TVCC), by the Higher Education Act of 1965, makes the following information available to current and prospective students, current and prospective employees, and other parties, as applicable. To meet the requirements, information regarding TVCC is provided below, including links to useful websites with contact information. If there are any questions regarding this information or requesting a paper copy, please get in touch with the Public Information Office at (541) 881-5582.

Disability Services

<https://www.tvcc.cc/collegeservices/disability.cfm>

If you need academic support because of a documented disability (psychiatric, learning, mobility, health-related, or sensory), you may be eligible for academic accommodations through Disability Services. As a student with a disability, you have certain rights guaranteed by law. Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified (disabled) individual shall, solely because of their (disability), be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Campus life

<https://www.tvcc.cc/campuslife/>

At TVCC, you'll find clubs, activities, events, and leadership opportunities to help you make the most of your time at TVCC. From our annual Chukar Fall Fest to dances, concerts, and the Red Carpet Finale, we focus on providing a comprehensive program of student-led events designed to enhance the cultural, educational, social, and recreational Chukar experience.

Nondiscrimination Statement

Treasure Valley Community College does not discriminate on the basis of race, color, sex, marital status, sexual orientation, religion, national origin, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Human Resources Director in the PAC Building on the North End of campus, email HR@tvcc.cc or call (541) 881-5838 or TTY (541) 881-2723.

Additional information can be found here:

http://www.tvcc.cc/about/student_right_to_know/non-discrimination.cfm

Consumer Information

Treasure Valley Community College (TVCC), in accordance with the Higher Education Act of 1965, makes the following information available to current and prospective students, current and prospective employees, and other parties, as applicable. This information includes but is not

limited to, Accessibility and Accommodations, Non-Discrimination Policies, TVCC Student Rights, Freedoms and Responsibilities, Annual Security Report, Drug and Alcohol Abuse Prevention Programs, Family Education Rights and Privacy Act (FERPA), Institutional Effectiveness, Voter Registration and Constitution Day, and Title IX. The website can be found here: http://www.tvcc.cc/about/student_right_to_know/index.cfm

Academic Dishonesty

Treasure Valley Community College students are expected to practice academic honesty by not cheating, fabricating, or falsifying information or sources, improper collaborations, submitting the same paper for different classes without permission, plagiarizing, or misrepresenting their coursework anyway. Students are ultimately responsible for understanding and avoiding academic dishonesty, whether such incidents are intentional or unintentional. Violations may result in failure of an assignment or failure of a course. For more information, please review the [Microsoft Word - srfr_081914_approved \(tvcc.cc\)](#)

Statement on Title IX

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. There are also protections afforded to Pregnant and Parenting Students. For more information on Title IX and to contact your Title IX Coordinator at 541-881-5825, please visit this website. http://www.tvcc.cc/title_ix/index.cfm

PEER MENTOR PAY

Once a new Peer Mentor is hired, they must come to the Human Resources office to complete new hire paperwork. If they are already working for TVCC or have recently worked for us in the past, they may not need to do this paperwork, but the HR department can make that determination.

The paperwork will take about 10-15 minutes to complete and includes documents such as an I-9, W-4, confidentiality agreement, authorization for a background check, and payroll information. The I-9 form requires original identification at the time of completion. The most common documents are a US passport, driver's license, social security card, or Birth Certificate, but HR can provide a list of other acceptable documents. The Peer Mentors cannot start working until this paperwork is complete.

1. Fill out an I-9 Form

- a. Use Form I-9 to verify the identity and employment authorization of individuals hired for employment in the United States. All U.S. employers must properly complete Form I-9 for each individual they hire for employment in the United States. This includes citizens and noncitizens. Both employees and employers (or authorized representatives of the employer) must complete the form.
- b. An appointment with HR will be made to fill out the paperwork

2. Fill out a W-4 Form

- a. Form W-4 is an Internal Revenue Service tax form completed by an employee in the United States to indicate their tax situation to the employer. The W-4 form tells the employer the correct amount of federal tax to withhold from an employee's paycheck
- b. An appointment with HR will be made to fill out the paperwork

(PAYLOCITY) Plugging in Hours:

Peer Mentors will plug in their work hours weekly (or by the end of every shift)

Steps:

1. Use the link; access.paylocity.com
2. Enter 141306 in the company ID field
3. Click on the single-on login filed
4. Select the email account
5. Select Time & Labor (Timecard)

After you have been verified and approved, your supervisor will approve your monthly timesheets.

TVCC Peer Mentor Work Contract Agreement

Name:

Student ID:

Date of Hire:

DESCRIPTION: Under the general direction of the Multicultural Outreach Coordinator, serve as role models and mentors to all students. TVCC Peer Mentors may dedicate an average of 6-8 hours per week with the understanding that this may fluctuate depending on need. Peer Mentors are expected to meet regularly with Mentees during the academic quarter and assist MDC events in helping set up and run.

Essential Functions:

- Assist with new student orientations
- Assist students in the registration and advising process
- Assist with Online Pure Chat
- Assist in facilitating cultural events throughout campus
- Assist in recruitment events in and outside of TVCC as needed
- Represent the college in campus tours
- Assist in campus-wide events
- Promote the image of TVCC
- Create a welcoming environment for the Multicultural & Diversity Center
- Academic tutoring and study skills
- Assist with Early Intervention communication with peers
- Other duties as assigned

Expectations:

- Candidate must be a full-time student throughout the employment of the academic year
- Be able to commit to a full quarter as a TVCC Peer Mentor
- Possess and maintain a GPA of 2.5 or higher to continue employment
- Meet weekly or as needed with Multicultural Coordinator and the Peer Mentor Team
- Abide by the Treasure Valley Community College (TVCC) policies regarding drug & alcohol use.
- Be punctual to work and complete any task given in a timely fashion manner
- Keep a positive attitude during work hours, and uphold the values of the Multicultural and Diversity Center

Failure to follow any expectations may result in **dismissal**.

Required Training:

- Cultural Humility / Ally Training / FERPA / Pure Chat / Early Intervention

The commencement of the above activities is at this moment authorized to begin on:
_____ And continue through _____

Multicultural Outreach Coordinator: _____

Peer Mentor: _____

**UNCONDITIONAL RELEASE AND INDEMNITY AGREEMENT FOR ACTIVITIES
AT TREASURE VALLEY COMMUNITY COLLEGE**

The undersigned hereby participates in the Peer Mentor Program with Treasure Valley Community College, referred to as the college. In consideration for this participation, the undersigned, on behalf of itself, its heirs, and assigns, by the execution and delivery of this Unconditional Release and Indemnity Agreement:

HEREBY WAIVES, RELEASES, AND RENOUNCES

Any claims, liabilities, actions, suits, causes, injuries, whether known or unknown or contemplated, demands, penalties, cost (including the reasonable fees for attorneys), and judgments (“all claims”) of any kind or nature whatsoever against the college and its respective officers, directors, employees, agents, consultants, assign lessees, and attorneys (the “released parties”) arising out of or in any way connected with participation in the Program.

PERSONALLY, ASSUMES ALL RISKS

in connection with its entry onto or presence or activities while participating in the Program; and

FURTHER AGREES TO INDEMNIFY AND HOLD HARMLESS

the released parties against and from all claims concerning travel to and from the program activity.

I hereby declare and represent to the college that I have fully informed myself of the contents of this release and indemnity agreement by reading it before voluntarily accepting and signing it below. I declare and represent to the college that I understand this is a total and complete release of all claims. I hereby declare and define to the college that I have the right to consult with an attorney should I have any questions about the legal effect of this release.

I further understand, accept and agree that the activities may require physical stamina, strength, endurance, and exertion and that physical and other injuries or trauma are an inherent risk to the participant.

I warrant the authority to enter into this agreement on behalf of and fully bind the undersigned.

Participants Name: _____

Participants Signature: _____ **Date:** _____