## Table of Contents

**University Studies Peer Mentor Handbook V.4**

- University Studies .................................................................................................................. 1
- Peer Mentor Handbook V.4 .................................................................................................. 1
- Table of Contents ................................................................................................................. 2
- Welcome .................................................................................................................................. 5
- Mentor Roles & Relationships ............................................................................................... 8
- Introduction ............................................................................................................................ 8
- Mentor Job Description ......................................................................................................... 8
  - Mentor Skills List ................................................................................................................. 10
  - Mentor Responsibilities .................................................................................................... 10
  - Mentor Session Attendance Tracking ............................................................................. 11
  - Attendance-Tracking Procedures ...................................................................................... 12
  - Electronic Communication ............................................................................................... 12
- Faculty Responsibilities .......................................................................................................... 14
  - FRINQ Faculty Responsibilities .................................................................................... 14
  - SINQ Faculty Responsibilities ......................................................................................... 15
- Mentor/Faculty Partner Meeting Checklist ..............................................................................
- Faculty-Mentor Evaluation Form ........................................................................................... 18
- Program & Policies ................................................................................................................. 16
  - Freshman Inquiry ........................................................................................................... 20
  - Sophomore Inquiry .......................................................................................................... 21
  - Upper Division Cluster ................................................................................................... 21
  - Senior Capstone .............................................................................................................. 21
- Professional Standards ........................................................................................................... 25
  - Purpose ................................................................................................................................ 25
  - Definition of Harassment ................................................................................................. 25
- Oregon’s Mandatory Child Abuse Reporting Law: FAQs ......................................................... 26
- Employment Policies ............................................................................................................. 29
  - Benefits and Compensation ............................................................................................. 29
- Eligibility and Rehiring ............................................................................................................. 32
  - Undergraduate Peer Mentor Eligibility .......................................................................... 32
  - Graduate Peer Mentor Eligibility .................................................................................... 32
- Rehiring Mentors ..................................................................................................................... 33
  - Academic Status Check .................................................................................................... 33
- Absences ................................................................................................................................. 35
Welcome

Welcome to the Mentor Handbook! This detailed manual is your primary policy and resource guide to the University Studies Peer Mentor Program. Your work as a Peer Mentor encompasses many dimensions and requirements. The Handbook is your key to understanding what it means to mentor, how to mentor, what is expected of you in the position, where to find things that affect you and your mentees, and other substantive elements that frame your work at Portland State University.

What this guide means for you as a mentor, returning or new to the program, is that you will be equipped to answer most basic questions about mentoring, or know where to look things up.

Your program administrators also rely on this guide for basic policies and definitions that may impact your work—policies and definitions that are very important for you to know as a mentor.

We welcome you on your mentoring journey!
Mentor Roles & Relationships

This section seeks to clearly define the role of Undergraduate and Graduate Peer Mentors. It provides guidelines for the working relationship with the faculty partner, and provides helpful tips regarding goal-setting for meetings with the faculty partner.
Introduction

The University Studies (UNST) Peer Mentor Program engages upper-division undergraduate and graduate students to facilitate UNST mentored inquiry sessions and support student success. The goal of the mentor sessions is to support the learning objectives of the main class that provide opportunities for students from the main class to interact in smaller groups. Undergraduate students work as FRINQ Peer Mentors, leading bi-weekly mentor sessions; graduate students work as SINQ Peer Mentors, leading weekly mentor sessions.

The central intention of the Undergraduate (UG) Peer Mentor Program is to connect mentees to expert students, UG Peer Mentors, who can role model strategies for academic success and help mentees develop and refine their own strategies. The intent of the Graduate (GR) Peer Mentor Program is to build on the concept of the expert student by adding more emphasis on advancing mentees’ skills in writing, research, critical thinking, and quantitative literacy. In addition to developing mentees’ academic skill sets, both UG and GR Peer Mentors coach and assist mentees in their transition to PSU. Peer Mentors support mentees by increasing the sense of community on campus among students, and by helping mentees learn the language of university culture and expectations.

A mentor’s work is successfully carried out through a close working relationship with a faculty partner. Faculty partners supervise the mentor in developing lesson plans for mentor sessions that enhance and extend the skills that students need to be successful in the main class. The following guidelines are intended to clarify mentor roles and responsibilities and to serve as a starting point for discussion toward an effective and positive collaboration.

Mentor Job Description

Peer Mentors work approximately 20 hours per week (undergraduates) or 10 hours per week (graduates) during the academic term to plan and facilitate 50-minute mentor sessions for Freshman Inquiry and Sophomore Inquiry courses in the UNST program. Successful mentors are flexible, perform multiple roles, and approach topics through a variety of lenses. Mentors serve as colleagues and as teachers who help mentees learn the academic ropes. They bridge the divide between faculty and students, and help build positive learning communities among classmates. They work closely with their faculty partners and are creative team players in implementing course objectives. They must also attend a Mentor Retreat and create/maintain an ePortfolio of their mentoring experiences and artifacts of learning.

Undergraduate Peer Mentors are responsible for:

- Serving the program up to and averaging 20 hours per week, and their leadership awards are based on their attending main sessions (2.5 hours/week), the teaching they perform in the
mentor sessions (6 hours/week), meeting with faculty to plan mentor sessions (approx. 1 hour/week), preparation for mentor sessions, reading all course materials, and student contact and communication as needed.

- Participating in and completing all required mentor professional development activities, including Fall Training Conference, mentor retreats (1 per term), and ePortfolio assignments.

- **UG Peer Mentors do not handle any grades for the course, but are expected to evaluate student participation in the mentor sessions and track attendance for faculty in both main and mentor sessions.**

Graduate Peer Mentors are contracted as PSU GTAs (Graduate Teaching Asst.) to:

- Work up to or average 10 hours per week per course and their stipends are based on their attending main sessions, the teaching they perform in the mentor sessions, and grading a small amount of student coursework generated in mentor sessions.

- Participating in and completing all required mentor professional development activities, including Fall Training Conference, mentor retreats (1 per term), and ePortfolio assignments.

- **Assuming responsibility for leading main class sessions and taking on large amounts of course grading or writing and grading tests are outside the purview of the graduate mentor contractual agreement.** That said, one objective of the GR Peer Mentor Program is to provide GR students with opportunities to further their professional development. Thus, exceptions to the above guideline regarding GR Peer Mentors leading main class sessions or grading can be made if done so with the specific intention of enhancing the mentor’s professional development. For example:
  - GR Mentors may take responsibility for one or two main class sessions in a term on topics related to their area of expertise. In this case, the faculty partner should work closely with the mentor in developing lesson plans for such classes.
  - It may be appropriate for a GR Mentor to participate in the grading of a major assignment (such as a research paper) but this should only be undertaken when the faculty partner is willing to work closely with the GR Mentor to discuss grading practices and expectations. In such cases, the faculty member should also participate in grading the assignment. **It is also important that the GR mentor's contract hours be respected so that grading does not exceed averaged amounts of time they work throughout the term nor interfere with their own classes.**

As a general rule, the Director of Mentor Programs should be advised of any work (e.g., grading or leading of main class sessions) that is outside the GR Peer Mentor contractual agreement.
Mentor Skills List

Mentors have been trained specifically in the following areas:

1. Elements of the writing process (e.g., idea generation, thesis construction, drafting, editing logs, peer editing techniques, citations, plagiarism, and using the *Ways of Writing* text)
2. Critical reading and thinking strategies
3. Basic quantitative literacy
4. Facilitating small group discussion
5. Facilitating group work and techniques for active learning and engagement
6. Unpacking assignments and understanding course materials
7. Basic library research
8. ePortfolio technology and methodology
9. Accessing PSU Resources and making referrals

Mentor Responsibilities

1. Attend and prepare for all class sessions led by assigned faculty partners.
   a. Come to class prepared and on time.
   b. Take attendance in main session and keep accurate records for faculty.
   c. Read all course materials in advance to be knowledgeable.
2. Assist in the main class as discussed and agreed on by both the faculty partner and mentor
   a. Role model appropriate student behavior in the classroom.
   b. Actively participate in class discussions and activities, or as faculty partner prefers.
   c. Participate in other ways as defined by faculty partner and mentor as appropriate.
3. Lead all mentored inquiry sections linked to the main class session and track attendance of students.
   a. Develop plans for mentored inquiry with faculty partner or by their direction.
   b. Align mentor session with the objectives, assignments, and topics of the main session.
   c. Consult staff as needed to be able to coach students for presentations, research, etc.
4. Provide informal coaching, advising, and referral for students within appropriate limits.
   a. Peer Mentors must recognize their strengths and limits within the role.
   b. Refer students directly to campus resources as needed and in a respectful manner.
   c. Exercise appropriate professional boundaries at all times with students and faculty.
5. Provide feedback to students on their work in the main class and the mentor session.
   a. Provide faculty partner with input on students’ performance and engagement as related to the mentor session.
6. Meet with faculty partner and/or theme team a minimum of 1 hour/week to:
   a. Plan curriculum for the mentor sessions and review main session plans.
   b. Discuss progress of individual students in the course.
   c. Discuss course progress, successes, and challenges.
7. Create and utilize professional materials for mentor session teaching and learning. Create clear and equitable expectations for students.
   a. Offer and prepare materials in multiple formats when possible as well for an inclusive classroom. Examples include:
      i. Daily lesson plans
ii. Clear session goals
iii. Daily agenda
iv. Readable handouts
v. A mentor session syllabus that aligns with faculty main sessions
vi. Names and numbers of important campus resources

8. Address problems with students, faculty partners, and the program in a timely, constructive, and direct manner, seeking assistance from the Director of Mentor Programs when necessary.
   a. Alert faculty partner when encountering a problem with a student.
   b. Review handbook details for working safely in “crisis/disruptive” moments (e.g., professional language for addressing behavior, removing student from mentor session with repeated behavior, utilizing SHAC/C.A.R.E./Campus Safety resources when necessary, and alerting faculty and mentor director to situation).

9. Be knowledgeable about the PSU Code of Conduct as a mentor and student.
   a. Examples of inappropriate conduct at PSU related to mentoring include:
      i. Sexual harassment (e.g., inappropriate comments, offensive or discriminatory language, flirting with or dating students)
      ii. Discrimination of any kind (e.g. sexist/racist/homophobic slurs and other hateful remarks)
      iii. Consumption of alcohol or drugs while on campus, while mentoring or at mentoring or class-sponsored activities
      iv. Acting inappropriately toward other mentors or university staff

10. Arrange a substitute for a missed class when possible.
    a. Generally, mentors with advance notice will email other mentors or the listserv to seek a substitute. This works best when available mentors are helpful to others who may need to do this.
    b. Provide substitute with a lesson plan and have discussed it with them in advance.
    c. Mentors who experience an emergency are asked to call the front desk of 117 Cramer Hall at 503.725.5890, as well as contact the faculty partner.

Mentor Session Attendance Tracking
Mentors support student retention and success by providing a basic tracking of attendance. Attendance directly correlates with student success outcomes, which is one of the UNST goals. Mentors typically track attendance in main session for the faculty partner per the agreed arrangement, as well as discuss the outcomes on a weekly basis in their team meetings. Mentors track attendance in all mentor sessions, develop ways to keep these formal records, and provide feedback to faculty. Mentors also follow up with students who miss multiple mentor sessions in a meaningful, direct, and supportive way to ensure students are acknowledged and recognize their importance as peers involved in the sessions, which are designed to support the UNST learning community model. In the case where a student is unreceptive or unresponsive to the mentors suggestions and communications, the faculty partner may need to intervene.
Attendance-Tracking Procedures

1. Mentors and faculty will discuss attendance in their weekly meetings.
2. Mentors will formally log attendance in two ways: (a) for main session as faculty prefer to have records of it, and (b) in all mentor sessions in some form as works for the mentor (templates may be provided or a personal system of tracking may be used). Attendance records should be kept and available if needed.
3. Mentors may be asked by UNST Support Staff to provide feedback about their experiences with mentor session attendance and interventions used as well as any results.
4. The Director of Mentor Programs will provide updates and proactive options for mentors to encourage attendance and notify students who miss mentor sessions. (Examples: Emailing students after two absences with a “how-are-you-doing” kind of note, a phone call to a student missing a week or more, discussing student attendance in mentor session with faculty, etc.)

Disabilities Resource Center Statement:

All syllabi should have a statement inviting students with disabilities to make their need for accommodations known.

Example of an appropriate statement:
"Accommodations are collaborative efforts between students, faculty, and the Disability Resource Center. Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately."

IMPORTANT: When a student approaches the mentor or faculty partner with a request for accommodations, they should be asked if they are registered with the DRC to ensure eligibility for services. If the student is not registered with the DRC, refer them to the DRC office to inquire about service eligibility. Mentors and faculty partners may ask the student about the types of accommodations that are needed, but must not ask specific questions regarding the diagnosis, and must not ask to see the student's documentation of his/her disability. Students are required to self-identify and request accommodations to be eligible for services.

For more information, visit drc.pdx.edu

Electronic Communication

All UNST Peer Mentors are responsible for checking the official streams of program communication on a daily basis and remaining informed and updated.
These are:

- Portland State email: [OdinID]@pdx.edu
  - The mentor program administration uses this email exclusively.
- Peer Mentor Google Groups (unst-peer-mentors-group@pdx.edu, unst-grad-mentors-group@pdx.edu)
- Peer Mentor Website (http://www.mentors.unst.pdx.edu)
- Mentor Program Updates (MPUs)

**Google Groups**

There are two mentor group lists, one for UG Peer Mentors (unst-peer-mentors-group@pdx.edu) and one for GR Peer Mentors (unst-grad-mentors-group@pdx.edu). As part of the job requirement, all mentors are required to read emails received from these group lists, and from other members of the UNST office. It is through these lists that the Director of Mentor Programs announces important job-related information and expectations. To avoid overwhelming mentor inboxes, the lists are reserved for business only, meaning that no emails about parties or advertisements for roommates are allowed; these items are more appropriately suited for the bulletin board in the Mentor Office.

**Mentor Website**

The Mentor Program Website is used to share professional and official information pertinent to mentoring. The Mentor Website can be reached using the following URL: www.mentors.unst.pdx.edu. All mentors are required to complete their profiles on the Mentor Directory as part of their professional development. Components of the profile which mentors are required to complete are uploading a photo, filling out the biographical section, and including their pedagogy. Mentors should check and use the site regularly. Like the google group lists, the website is to be used for work-related items only.

**Mentor Program Updates (MPUs)**

The Mentor Program Office publishes Mentor Program Updates (MPUs), which are required reading for all mentors. These updates are sent every other week (e.g., Weeks 2, 4, 6, 8, & 10) and contain time-sensitive information or action items required for mentors related to mentoring or PSU-related events. This is a centralized way to share information and reminders with the program.

**General Computer and Email Use**

Faculty and mentors are expected to follow the PSU Computer and Network Acceptable Use Policy as found on the Office of Information Technologies website, http://oit.pdx.edu. This acceptable use policy governs the use of computers and networks at PSU. As a user of these resources, mentors are responsible for reading and understanding this document. For further information, please contact PSU’s Help Desk at 503.725.HELP.
Faculty Responsibilities

FRINQ Faculty Responsibilities

1. Lead all main class sessions and work with the mentor in defining their role in mentor sessions. Please note: UG Peer Mentor leadership awards are based on the teaching they perform in the mentor sessions. UG Peer Mentors are typically not to teach during the main class with two exceptions:
   a. Mentors may show a film/video during a main session if faculty must be absent from class for a pre-planned event (e.g., conference). This should be discussed ahead of time.
   b. Mentors may occasionally help facilitate an activity in main class as part of their professional development and with faculty support or guidance. Although they are not specifically paid for doing main session teaching, it can contribute to their own development if focused and supported by the faculty partner and if the mentor agrees to do it.
   c. Mentors should not be viewed or treated as substitutes for class sessions that should be formally canceled, such as in the event of an illness or other absence. Faculty should contact the main office in Cramer Hall 117 if this arises, so they can arrange a proper substitute.

2. Work with mentor to develop curriculum for mentor sessions and provide guidance.
   a. Mentors have varying levels of experience and have participated in trainings. As mentors become more experienced, faculty partners may find that they can function independently and with great capacity and creativity in their role in terms of session planning. However, it is most important that mentor sessions align in some way with the primary goals, skills, and outcomes of the main class.
   b. New mentors especially appreciate support in their professional development to become great mentors. Therefore, faculty partners should ideally do one or a combination of the following as the mentor’s skills emerge and evolve with practice:
      i. Provide curriculum or clear guidance for mentor sessions and/or
      ii. Discuss and approve mentor-generated curriculum and/or
      iii. Work together to develop mentor session curriculum and/or
      iv. Allow the mentor to develop curriculum independently and with autonomy

3. Assist mentors in learning to assess students’ work in the mentor session.
   i. Please note: UG Mentors are NOT allowed to grade in main session or for main session assignments. However, mentors frequently create mentor session assignments and give feedback on these activities, such as writing, journals, or other participatory activities. They will also keep track of participation and attendance. Faculty partners should communicate to the mentor (and students) what percentage mentor session attendance is within the total course grade, and this will help guide them as well.

4. Meet with mentor a minimum of one hour per week to:
   a. Plan curriculum for mentor sessions
   b. Discuss progress of individual students in the course
   c. Discuss course progress, successes, and/or challenges
5. Give mentor desk copies of texts and course rosters (minus FERPA info) before the first day of the term.
6. Communicate directly with mentor in a fair, direct, constructive, and respectful way about any classroom or mentor session issues of concern or successes.
7. Provide feedback for professional development. Faculty partners are expected and encouraged to provide ongoing, specific feedback as well as an end-of-term evaluation for the purposes of mentor development and evaluation.

**SINQ Faculty Responsibilities**

1. Lead all main class sessions and work with mentor in defining their/his/her role in the mentor session.
   a. Please note: GR Peer Mentor stipends are based on the teaching they perform in the mentor classrooms. Please see previous sections for notable exceptions.
   b. GR Mentors are typically not to teach during the main class session with two exceptions:
      i. Mentors may show a film/video during a main session if faculty must be absent from class for a pre-planned event (e.g., conference). This should be discussed ahead of time.
      ii. Mentors may occasionally lecture or help facilitate an activity in main class as part of their professional development and with faculty support or guidance. Although they are not specifically paid for doing main session teaching, it can contribute to their own development if focused and supported by the faculty partner and if the mentor agrees to do it.
   c. Mentors should not be viewed or treated as substitutes for class sessions that should be formally canceled, such as in the event of an illness or other absence. Faculty partners must contact the main office in Cramer Hall 117 if this arises so they can arrange a proper substitute.
2. Work with mentor to develop curriculum for mentor sessions or provide guidance.
   a. Mentors have varying levels of experience and have participated in trainings. As mentors become more experienced, faculty partners may find that they can function independently and with great capacity and creativity in their role in terms of session planning. However, it is most important that mentor sessions align in some way with the primary goals, skills, and outcomes of the main class.
   b. New mentors especially appreciate support in their professional development to become great mentors. Therefore, faculty partners ideally should do one or a combination of the following as the mentor’s skills emerge and evolve with practice:
      i. Provide curriculum or clear guidance for mentor sessions and/or
      ii. Discuss and approve mentor-generated curriculum and/or
      iii. Work together to develop mentor session curriculum and/or
      iv. Allow the mentor to develop curriculum independently and with autonomy.
3. Assist mentors in learning to assess students’ work in the mentor session.
   a. Please note: GR Mentors are NOT supposed to grade in main session or for main session assignments (see previous sections for exceptions and discussion). Being a mentor is a supportive role; however, mentors do create mentor session assignments and give feedback on
class activities, such as writing, journals, or other participatory activities. They also keep track of participation and attendance. Faculty partners should communicate to the mentor (and students) what percentage mentor session attendance is within the total course grade, and this will help guide them as well.

4. Meet with mentor a minimum of one hour per week to:
   a. Plan curriculum for mentor sessions.
   b. Discuss progress of individual students in the course.
   c. Discuss course progress, successes, and/or challenges.

5. Give mentor desk copies of texts and course rosters (minus FERPA info) before the first day.

6. Communicate directly with mentor in a fair, direct, constructive, and respectful way about any classroom or mentor session issues of concern or successes

7. Provide feedback for professional development. Faculty partners are expected to provide ongoing, specific feedback as well as an end-of-term evaluation for the purposes of mentor development and evaluation.

**Mentor/Faculty Partner Meeting Checklist**

Mentors should bring this basic checklist to the first meeting with the faculty partner to begin communications about working styles, expectations, and mentor strengths as well as areas or course skills the faculty may wish for the mentor to address.

**Things to Discuss Early in the Term (Weeks One and Two)**

1. Contact Information
   a. Email
   b. Telephone
   c. Emergencies (illness, etc.)

2. Checking In: Weekly Meetings (NOTE: The UNST program guideline for faculty and mentors is to meet at least once a week for one hour.)
   a. When?
   b. Where?
   c. What?

3. Attendance Policies
   a. Does attendance in mentor session count in the grade?
   b. Who will record attendance in main session (mentor usually does or can)?
   c. Preferred method for taking attendance?
   d. Format for attendance notes

4. Main Session Classroom (role of Mentor)
   a. Where should mentor sit?
   b. What should the mentor do? (i.e., be an active participant, “teacher’s aide,” active contributor, or role model student behavior)?
   c. Can role be renegotiated throughout the term?
d. How will faculty/mentor deal with disruptive students in class and in mentor session? See also #9.

e. Has the faculty ordered the desk copy for the mentor yet for the course materials? (Or handed of a “desk copy” that is used by mentors each term?)

5. Mentor Session (led by and attended only by Mentor)
   a. What things would the faculty hope to do in mentor sessions to complement main session (if there are specific goals at times)?
   b. How will mentor session be planned (by faculty, mentor, both)?
   c. Does the faculty have prior plans to give the mentor?
   d. Does the faculty wish to give the mentor leeway in designing sessions?

6. Lesson Planning (for Mentor Session)
   a. How will mentor sessions be planned?
   b. What are the goals for these sessions (lesson plan)?
      i. Skill acquisition? (NOTE: Think of four goals and skills of mentor.)
      ii. Furthering discussions of main session content?
      iii. Activities that help complete assignments?
      iv. Community building?
   c. How should plans for mentor session be communicated?

7. Grading and Feedback
   (Recall: Mentors do NOT grade anything for main class, and in mentor session there should not be any formal or high-stakes evaluation of any kind requiring lots of time on individual assignments or notations leading to a formal grade.)
   a. What is the grading procedure for main session? What will the grading criteria be for any low-stakes mentor session assignments (such as items that simply lead to a percentage or points for participation in mentor session, for example)?
   b. Will students be provided grading criteria before completing assignments?
   c. Is there a grading rubric for each assignment?
   d. How will points for attending or participating in mentor sessions be handled?
   e. What percentage of the grade does it count for in the overall course?
   f. What could the mentor offer (such as peer review or writing tips/workshop, samples of good writing, etc.) to all students in lieu of doing individual feedback that might accomplish the same goal as feedback for students or skill development without requiring any grading?

8. Co-Curricular Activities
   a. Are there any class field trips planned by the faculty for this course? Mentors should be aware of the field trip policy in the Mentor Handbook.
   b. Are these off campus (away from PSU)?
   c. Do they occur outside of regular classroom or mentoring hours?
   d. Does the faculty know about the UNST policies or support for these activities (such as their budget allowances, etc.)? Note: Mentors cannot arrange for purchasing items or any reimbursements for classes. Faculty should ask UNST.

9. Student Care, Crises, Support, and Concerns
a. Do the faculty and mentor carry a cell phone or device to class and mentor session to contact 911 if needed in an emergency (esp. after hours)?

b. Is the faculty aware of the CARE Team at PSU (such as how to contact them and when)?

c. Is the mentor aware that they can directly contact the CARE Team as well (generally in consultation first with faculty and mentor director)?

d. Communicating with students about problems? How?

e. Does the syllabus and mentor syllabus offer the DRC statement for Students with Disabilities? Has the faculty received any DRC accommodation notes that can be shared with mentor to help support an individual to access the course?

10. Technology and ePortfolio

a. Has the mentor been added to the D2L shell as a TA- Course Builder by the faculty (if D2L is used)?

b. Do the faculty and mentor know about the Office of Academic Innovation lab in Smith (SMSU) and the instructional tech support and programs it offers?

c. Does the mentor know how to build an ePortfolio using Pebble Pad?

d. What other technology hopes and expectations might the faculty have?

11. Working and Learning Styles

a. What will be the primary means of teaching for the faculty (lecture, activities, tests, writing, discussion, etc.)?

b. What will be the primary means of mentoring in mentor session, and what additional kinds of activities (i.e., active learning) can the mentor so in those sessions to complement the main session and enhance student access to the materials?

c. How does the faculty/mentor view their own “styles” of working together this term to communicate and exchange ideas week to week?
Program & Policies
Freshman Inquiry

Freshman Inquiry (FRINQ) forms the foundation of the UNST program. This yearlong course introduces students to PSU’s general education goals and to the opportunities available at this university. FRINQ courses are developed by faculty teams from varying academic departments and focus around different thematic topics, such as global democracy, the formation of identity, and art history. These faculty teams strive to help students understand multidisciplinary approaches to the chosen theme. Each faculty member is paired with a UG Peer Mentor who leads the smaller mentored inquiry sessions. Classes include lecture, group dialogue on course content, student-led discussions based on homework assignments, and creative opportunities to challenge and expand thinking.

FRINQ follows a sequential order, so classes and mentor sessions meet at the same time during each of the three terms, and students stay with each other through the entire year. Generally, classes are small, with fewer than 40 students per class.

The completion of a FRINQ series is worth 15 total credits; therefore, classes are 5 credits per term.
Sophomore Inquiry
In Sophomore Inquiry (SINQ), students continue to build communication skills through class dialogue, individual and group presentations, and writing/research projects. Emphasis on the human experience, inquiry and critical thinking, and ethical and social responsibility is continually integrated into the curriculum. SINQ is an opportunity to explore topics of interest that are different from, yet complementary to, the students' majors. It is through these three courses that students choose their area of interest for further exploration at the Upper Division Cluster level. Students are not limited as to when they take the SINQ courses or how many they take per term. Each SINQ has once-per-week mentor sessions, led by a GR Peer Mentor.

Each SINQ course is 4 credits, for a total of 12 credits counted toward the UNST requirements. All students who began UNST with FRINQ are required to take three SINQ courses. Transfer students are required to take one, two, or three courses depending on the number of transfer credits they have the term they are admitted to PSU.

Upper Division Cluster
Coursework at the Upper Division Cluster level expands and advances the subject matter that was established during one of the student’s SINQ courses. Unlike FRINQ and SINQ, mentor sessions are not associated with the Upper Division Clusters. It is here that the student puts into practice the skills that were developed during the previous two years.

These courses are offered through a variety of departments and represent an array of disciplines, so each student may design their own individualized program in order to better complement their educational goals. Upper Division Cluster credits must be taken in departments outside of a student’s major, but can be counted toward a minor.

Most Upper Division Cluster courses are 4 credits, but some are 3 credits. A total of 12 credits must be taken to fulfill this portion of the UNST requirement.

Senior Capstone
In the Senior Capstone courses, students bring together their collection of talents and variety of knowledge to create a cooperative learning community. These courses are designed to take the student out of the classroom and into the community where they can pool their skills to work on a community project. Students work with their faculty member as well as community leaders to understand and create solutions for topics that affect them as citizens.

There are no mentor sessions for Senior Capstone courses. Senior Capstone courses are 6 credits each and, depending on the course, may extend over one, two, or three quarters. Senior Capstone courses are offered only to seniors. Nonetheless, students may take their Capstone during their junior year.
Understanding the University Studies Program

Why University Studies?
The future matters. University Studies wants PSU graduates to be engaged citizens and lifelong learners who are not only prepared for success in the workplace, but who are also prepared to grapple with the challenges that face our society.

Innovative learning. Most universities have a required general education program. At Portland State, our interdisciplinary core curriculum is called University Studies (UNST). In UNST, students discuss big ideas, ask questions, and examine assumptions. We expect students to be active participants in their education. As a result, we combine hands-on, student-centered learning with content from a wide variety of academic disciplines. We also study students' experience in order to support their learning and success. These practices help students thrive, and the UNST curriculum enriches the learning that occurs in the other classes and activities at Portland State.

Transferable skills. UNST equips students with the core skills and perspectives to be successful throughout life. These include an ability to communicate effectively, to think creatively and critically, to be curious about the diversity of the human experience, and to wrestle with understandings of ethics and social responsibility. These are the Four Goals of the UNST curriculum, and employers report that they desire graduates with mastery in each of these areas.

Senior Capstone:
As the culmination of UNST, Capstone courses connect the classroom to the community by immersing teams of students in service-learning projects that address real-world issues.

Upper Division Cluster:
Composed from a variety of academic fields and linked to a single SINO theme, Cluster courses build upon the knowledge and the core skills that students developed in FRINQ and SINO courses.

Sophomore Inquiry (SINO):
These thematic, focused inquiry courses introduce students to the key concepts, questions, research methods, and other content that will be further explored in the Upper Division Cluster.

Freshman Inquiry (FRINQ):
This year-long, interactive, and theme-based course uses an interdisciplinary approach to examine topics and show how content can be understood from different academic and personal perspectives.

Questions?
Come by and visit us in Corner Hall, 117, or you can reach us at:
AskUNST@pdx.edu
503-725-5890

A larger version of this image can be found in the appendix.
Mentor Role in UNST Assessment

Why assessment?

Through online surveys and review of student portfolios, University Studies gathers information on students’ learning and experiences in University Studies courses in order to improve our practice and our students’ outcomes. The information gathered is used by mentors, individual faculty, faculty teams, and the program as a whole to gauge the effectiveness of the University Studies program and to inform program decisions.

What role do mentors play in assessment?

Mentors have a very important role in the UNST assessment process, as we are relied upon to facilitate/administer the surveys during mentor sessions at several points throughout the term (see assessment plan table below). It is worth noting that completing all of the assessments is not required, but strongly encouraged. For example, you may instead choose to give a more informal assessment (e.g. exit tickets, discussion, etc.) around mid-term to gauge how the course is going rather than giving the early term assessment. As you can see in the assessment plan below, mentors may facilitate/administer up to four assessments in one term! Consider how this fits into your mentor session schedule, as the surveys can take up to 15 minutes.

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Week of Term</th>
<th>Type/Purpose</th>
<th>Mentor Role</th>
<th>Administration details</th>
<th>Results Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Learning Assessment</td>
<td>Week 1 - Fall only</td>
<td>On-line Survey - assess students’ prior learning, educational practices and background</td>
<td>Direct students to on-line survey during mentor session. Be sure students get correct log-in.</td>
<td>Each student needs to be given their assigned log-in number. Survey takes about 10-15 minutes.</td>
<td>By week 3, summary report of class responses to faculty and mentor.</td>
</tr>
<tr>
<td>Early Term On-line Assessment</td>
<td>Week 3-4</td>
<td>On-line survey - assess student's experiences in the course, course improvement</td>
<td>Administer survey to students during mentor session if your class is going to do the assessment.</td>
<td>Instructions are provided to faculty. Faculty may do in-class or on-line assessment. They will not usually do both. Survey takes about 5 minutes.</td>
<td>Report including student comments to faculty and mentor within a few days.</td>
</tr>
<tr>
<td>End of Term Evaluation</td>
<td>Week 7-10</td>
<td>On-line Survey - students' experience in the course, response to pedagogy, and curriculum, evaluation of progress toward UNST goals, course improvement</td>
<td>Direct students to on-line survey during mentor session.</td>
<td>Instructions are provided to faculty and mentors. Survey takes about 10-15 minutes.</td>
<td>Report summarizing results for class sent to faculty and mentor after grades are posted.</td>
</tr>
<tr>
<td>Portfolio Consent form</td>
<td>Spring term (FRINQ)</td>
<td>On-line consent form allowing UNST to review the students' portfolio.</td>
<td>After faculty introduces the consent form and purpose, direct students to the on-line form during mentor session.</td>
<td>Instructions are provided to faculty and mentors.</td>
<td>Students' names selected for review are sent to faculty. Results from portfolio review are shared with faculty at their fall retreat.</td>
</tr>
</tbody>
</table>

Contact Rowanna Carpenter – carpenterr@pdx.edu, 503-725-3445
What do I say during facilitation/administration of the online surveys?

In order to collect the most relevant and constructive data, it is helpful to think of survey administration as an opportunity to work with your mentees on how to give helpful feedback. It is important to remind mentees to give feedback that is concrete, specific, and related to their learning experience; however, it is equally important as a facilitator to remain neutral and to not encourage certain kinds of responses (e.g. asking your mentees to give you or your faculty partner a good rating).

We would suggest using something along the lines of the following script to introduce the surveys:

“Today during mentor session, you are going to complete the early-term (or end-of-term) evaluation. This is…

- **Early term:** …a survey that asks you what is helping you learn in the course, what is getting in the way of your learning, and what suggestions you have for change
- **End-of-term:** …a survey that will ask you about your experience in the course and will ask for comments about what the instructor and mentor did well and what they could have done to improve your learning experience.

This is a chance for you to tell us (faculty partner and mentor) what is working/has worked for you and what may not be working /didn’t work for you in the course. Please focus on your learning and offer specific examples of what is working and what isn’t. Your comments are strictly anonymous, so your name will never be associated with any of your comments, but we will receive copies of all of the comments from the course. After we get the comments back, the faculty and I will review them and...(share your plan).”

How do I respond to the feedback I get from the surveys?

*Here are some tips for responding to the results of the surveys:*

- **Remember the purpose of these assessments.** We do this to give mentees a chance to provide you and your faculty partner with anonymous feedback about what is/isn’t or what did/didn’t work for them in the course.
- **Talk to your mentees about the results of the assessment.** After receiving the results of the early term assessment, it is important to talk with your mentees about the feedback they gave. Talking about what you found tells your mentees that you “heard” them, and is an opportunity to start a conversation about what they need from you and your faculty partner to be successful.
- **Take care of yourself when reviewing the results.** The feedback may be hurtful at times; however, a few negative statements do not overpower the positive statements.
- **Use the feedback to improve your practice as a mentor.** Take the results from surveys as an opportunity to reflect on your mentoring and to develop a plan to improve for the remainder of the class or the following term.
Professional Standards

Faculty and mentors are expected to follow PSU’s Professional Standards policy: 
http://www.pdx.edu/dos/codeofconduct

Purpose
The purpose of this policy is to establish and clarify guidelines for the professional workplace conduct of faculty, staff, administrators, and students; and to provide direction to available resources.

Mentors are expected to abide by the definitions and descriptions found in PSU’s equal opportunity policies, non-discrimination policy, sexual harassment policy, policies concerning people with disabilities, policies concerning veterans, or any other policy prohibiting harassment because of an individual's membership in any protected class or grouping of people.

Definition of Harassment
The harassing behavior may be physical, verbal, or nonverbal; and can be between individuals, be a group targeting an individual, or be an individual targeting a group and it can be between all types of employees.

Harassment, includes, but is not limited to:

• Verbal or physical conduct by an individual based on an individual's age, disability, national origin, race, color, marital status, religion, sex, veteran status, or sexual orientation that substantially interferes with or prevents a person from conducting his or her customary or usual affairs, puts that person in fear of his or her safety, or causes the person to suffer actual physical injury

• Conduct less than a physical attack or interference with a person that is unsolicited and unwelcome, such as a verbal threatening action, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making verbal threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's property, or other such action(s) that unreasonably interfere(s) with normal function of, or participation in, a job, course of study, program or activity.

Threatening or violent behavior: (a) an act or conduct which subjects a person to bodily danger or physical harm or to the likelihood of bodily danger and physical harm; or (b) to require, authorize, or permit that a person be subjected to such conduct or act.

Comprehensive PSU Policy Link: http://www.pdx.edu/fadm/internal-management-directives
Oregon’s Mandatory Child Abuse Reporting Law: FAQs

Who does this law cover?
Many professionals, including doctors, lawyers, child care workers, and first responders are mandatory reporters. School employees are also mandatory reporters. As of January 1, 2013, all employees of Oregon higher education institutions are included in the definition of “school employee.” Previously, only K-12 school employees were defined as being mandatory reporters. The expansion includes paid graduate assistants, adjunct faculty and student employees. All University employees are now mandated to report child abuse anytime, anywhere.

How important is PSU’s new role?
75% of child abuse was first reported to DHS by a mandatory reporter. The addition of University employees across the state means a critical link has been strengthened in the chain of child abuse prevention.

What is my reporting obligation?
You must immediately report to the Department of Human Services (DHS) or law enforcement if you have reasonable cause to believe:

- that any child with whom you come into contact has suffered abuse, or
- that any person with whom you come into contact has abused a child.

In addition, you should also report the information to your supervisor if it relates to PSU or occurred on campus. This is IN ADDITION to your legal obligation to report to DHS or law enforcement.

Who is a “child?”
A “child” is any “unmarried person who is under 18 years of age.” This includes PSU students under age 18.

How do I make a report?
Report to DHS or law enforcement by phone. A report to one will be communicated to the other. (PSU’s Campus Public Safety Office (CPSO) is not considered “law enforcement” under this law.)

- Call 911 if a child is being hurt or in immediate danger of harm
- Most DHS offices are open 8-5 Monday through Friday
- Multnomah County has a dedicated child abuse hotline that is open 24 hours a day (503) 731-3100 or (800) 509-5439.
What if I'm not at work?
The reporting obligation is specific to a person, not to a time period, location or role/duty. If you are a mandatory reporter, that obligation continues 24-7.

What is “abuse?”
Abuse is classified as any of the following:

- **Physical injury**, caused by other than accidental means, including an injury that isn’t consistent with the explanation given.
- **Mental injury**, which includes only observable and substantial mental impairment caused by cruelty, with due regard to the culture of the child.
- **Neglect**, including failure to provide adequate food, clothing, shelter or medical care that is likely to endanger the child’s health or welfare.
- **Sexual abuse**, including rape, sodomy, unlawful sexual penetration or incest.
- **Exploitation**, including prostitution or the sexual delinquency of a minor or any conduct that allows or encourages a child to perform sexual acts for observation, photographing, filming, etc.
- **Threatened harm**, meaning subjecting a child to a substantial risk of harm to the child’s health or safety, including exposing a child to the manufacture of methamphetamines or to any controlled substance that subjects a child to a substantial risk of harm.
- **Buying or selling a person** under 18 years of age.

Do I have to have proof?
You must report any time you have “reasonable cause” to believe a child was abused. You don’t have to be sure, or have proof.
Your report will allow a trained child-protection professional to make an assessment.
If you have questions about whether or not to report, please call your local DHS office or PSU’s Office of General Counsel.

What about spanking or other discipline?
The law exempts reasonable discipline from the definition of “abuse,” unless the discipline results in one of the conditions described as “abuse” above.

What if the abuse occurred a long time ago?
Report suspected abuse of anyone who is a child at the time of the report.
If you reasonably believe that a person with whom you come into contact abused a child in the past, you should still report if you believe there is a danger of future harm against another child.

What information should I report?
If possible, you should provide the following:
- Name & age of child
- Type & extent of abuse
- Any previous evidence of abuse
- Explanation given for the injury
- Parent or guardian names & addresses, if known
- Any other information that will help establish the cause of abuse or the identity the abuser.
What if I don’t report?
1. Failure to report is a Class A criminal violation of the law and carries a maximum penalty of $2,000.
2. Some mandatory reporters have been sued for damages in civil court for failure to report.
3. Failure to comply with the law can be grounds for employee discipline, up to and including termination.

Can I be sued for reporting, and do I have any protections?
Anyone who makes a good faith report based on reasonable grounds is immune from liability. Reports are also generally confidential, except under court order. In many circumstances, reporters are entitled to obtain information after the report about how the report was handled by DHS.

Should I tell my mentees that I’m a mandatory reporter?
Yes. Mentees should be informed of your status as a mandatory reporter at the beginning of the term. You should also consider reminding them of this information if you have reason to believe that they are about to divulge reportable information. The best course of action is to refer them or walk them to a resource which can meet their needs before they unknowingly share reportable information. Confidential services are provided on campus by SHAC, the Women’s Resource Center, and Clergy.

Web Resources

Office of the General Counsel website:
http://www.pdx.edu/ogc/mandatory-child-abuse-reporting

Department of Human Services website:
Employment Policies

Benefits and Compensation

Tuition Remission
All mentors are responsible for paying student fees (e.g., student health, technology, athletic, and class fees, etc).

*Undergraduate Peer Mentors:* Tuition remission is paid through the Oregon Laurel Scholarship program and reimburses students ONLY at the in-state rates. (Please see note of exception in this paragraph for out-of-state and international students who are charged differently at PSU.) The UNST Accountant will automatically process UG Peer Mentor remissions as long as they are registered for, maintain, and pass 12 credits per term. These must all be taken as PSU undergraduate-level credits. The scholarship pays the dollar amount of in-state tuition for 12 credit hours, which covers remissions (not including fees) for all in-state UG mentors. UG Mentors who take more than 12 credits per term are responsible for paying for the additional credits and fees beyond the 12 covered by the mentor remission. UG Peer Mentors passing fewer than 12 credits in a term will have their remission automatically prorated. This will be monitored several times during each term by the Mentor Program and PSU Financial Offices.

**NOTE for UG Out-of-State and International Mentors Only:** Out-of-state student UG mentors and international student mentors are personally responsible for paying the tuition differences that PSU assesses for these students, which is higher than in-state residents of Oregon. In other words, they will receive remission only for and covering the in-state amount and portion of tuition up to 12 credits. They must cover the remaining amount.

*Graduate Peer Mentors:* Graduate Peer Mentors are contracted by UNST and PSU as Graduate Teaching Assistants. The Graduate School of PSU maintains and oversees all policies and procedures for GA Assistantships at http://www.pdx.edu/ogs/graduate-assistants-terms-appointment. The UNST Accountant will automatically process GR Peer Mentor remissions as long as they are registered for, maintain, and pass 9 graduate-level credits. Most UNST Graduate Mentor appointments are for .25 FTE covering 9 credits (one SINQ per term); however, if a GR mentor is appointed for .35 FTE or more (e.g., UNST GR Peer Mentors may also be able to mentor for .49FTE only if second SINQ assignments become available during a term), their remission will cover 12 graduate-level credits. The remission pays the dollar amount of in-state tuition for 9 GR-level credits. Out-of-state student mentors, international student mentors, or GR mentors who take more than 9 credits per term, are responsible for the tuition differences, if applicable. However, becoming a GR mentor typically allows a GR student to be assessed at the in-state tuition levels at PSU according to GA School policies.
Stipends and Remission
All UG and GR Mentors are personally responsible for working with the PSU Financial Aid office separately to coordinate all awards, monies, and scholarships. UNST can only apply remissions and activate awards when UNST can formally offer its mentorships each term (late in the term) and is not responsible for the interaction of a student’s personal and financial situations at PSU. Mentors should also report to UNST any other scholarships they receive from PSU to coordinate the shared application and delivery of the remissions across departments.

Getting Your UG Award
Undergraduate Peer Mentors receive the ELSA award (Educational Leadership Service Award) portion of their mentorship once per term, during week 1. They also will have the mentor portion of their tuition remitted via the same week and system. They will receive a URL electronic link with details about accepting the award by week 1, and UG mentors will review Terms & Conditions and Statement of Confidentiality information. The award is separate from the tuition remission but managed in this single system, and the award portion itself totals $1,260 per term (equivalent of $420 per month for 3 cycles at PSU). The remission is above that at 12 credits per term. If, at any time, the UG mentor does not meet their terms and conditions for receiving the mentorship award and remission, the Director and UNST Accountant can revoke or prorate any items necessary where a mentor has not fulfilled all of the duties and responsibilities. The award portion does not impact the amount of financial aid a student can receive.

All UG mentors are paid remission at the standard UG Base Tuition Rate at PSU. If a department or program major charges more than the standard base rate (e.g., Engineering, Business, Fine Arts), the base rate is remitted by UNST with the UG mentor responsible for charges beyond this standard rate. At certain times and only depending on budgets each year, UNST may decide to cover the additional remission.

Getting Your GR Stipend
Graduate Peer Mentors receive their first full paycheck as a stipend managed by PSU Human Resources at the end of October and their last full paycheck at the end of June. Graduate mentors can elect for direct deposit of funds or a hard copy of their paychecks and must set up with the HR payroll system to be paid. If the last day falls on a weekend, stipends will be available on the last Friday of the month. Mentors can fill out a Direct Deposit form at the Human Resources Office. GR Mentors receive Level 1 GTA pay at $580 per month. All mentors are always paid at the Level 1 by UNST for all levels, degree statuses, and years served. All GR mentors are paid remission at the standard GR Base Tuition Rate at PSU. If a department or program major charges more than the standard base rate (e.g., Engineering, Business, Architecture), the standard base rate is remitted by UNST with the GR mentor responsible for charges beyond this standard rate. At certain times and only depending on budgets each year, UNST may decide to cover the additional remission.

For further information, see Graduate Assistant Tuition Remission and Portland State University Graduate Assistant Terms of Appointment, in the appendix.
Financial Aid and Scholarships

Tuition remission, regardless of the form, can affect financial aid. Mentors should contact the Financial Aid office in the lobby of Neuberger Hall or call 503.725.3461 for additional information.

GR stipends, however, do not count against current financial aid because it is taxable income. UG Awards also do not count against aid amount eligibility.

UG or GR Mentors who receive another scholarship that covers tuition must tell the Director of Mentor Programs so that the UNST Budget Office can properly work with the other PSU office to coordinate remissions. All stipends are taxable. If you have questions about your personal tax implications, please seek professional tax advice.

Financial Aid Disbursement Policy
All PSU students receiving financial aid are expected to be familiar with this policy: http://www.pdx.edu/finaid/disbursement-policy

Note Regarding the Federal Financial Aid Census Date and your UNST Scholarship

Mentors receive their scholarships (and financial aid) based on full-time enrollment. In order to remain eligible for your UNST Tuition Remission and award you must be registered for at least 12 credits (UGs) or 9 credits (GRs) by the Census Date. The Census date is on the second Sunday of each term, when credit hours are “locked” for the purposes of financial aid disbursement. If you are not enrolled full-time by the Census Date, UNST administration is notified of your enrollment status. This means that your UNST scholarship may be withheld and any financial aid for the term will be adjusted to reflect the actual number of enrolled credits for that term.

After the Census Date
The Census Date is at the end of the second week of each term. Credit hours are locked and financial aid for the term is adjusted to reflect the student's official enrolled credits.

For example, if the student received aid at the beginning of the term based on full-time enrollment and then dropped credits, aid is then revised to match their eligibility based on the number of credits enrolled in as of the Census Date and types of aid that were awarded.

A student whose Census Date enrollment is less-than-half-time is not eligible for any federal student loans. In this case, the entire loan amount for the term must be returned to the lender. The return of loan funds may create an outstanding balance on a student's PSU account, but also reduces the outstanding principal balance of the student loan.

Any credits added to your enrollment after the Census Date must be approved by the Office of Student Financial Aid. Once Registration and Records officially adds the credits, you must submit a Census Petition to the Office of Student Financial Aid. If your new enrollment is approved, your aid will be adjusted at that time. For the Office of Student Financial Aid's complete Census Date Policy, click here: Census Date Policy

CENSUS DATES for the current AID YEAR: http://www.pdx.edu/finaid/after-the-census-date
Census Date Disbursement Appeal form: http://www.pdx.edu/finaid/petitions-and-appeals
Eligibility and Rehiring

All hiring in UNST is based directly on the availability and existence of FRINQ and SINFQ courses each term. These numbers may vary and change as late as the first week of the term based on PSU enrollment policies, and the Director of Mentor Programs will make assignments based on need and UNST directives for positions that can be offered to mentors. All mentors must maintain their own eligibility status for rehiring each term. Policies for UG Peer Mentors differ from GR Peer Mentors as noted below.

Undergraduate Peer Mentor Eligibility

UG Peer Mentors must enroll, maintain, and pass 12 credit hours per term at a term-by-term minimum GPA (for each term’s posted grades) of 3.0. The overall cumulative and term-by-term GPA must also never fall below 3.0 for a mentor to be eligible. This GPA requirement is directly linked to the tuition scholarship, which is based on merit and not need. Failure to meet these requirements will jeopardize a mentor’s position (see also “disciplinary procedures.”) Based on the discretion of the Director of Mentor Programs, mentors who fall below a 3.0 GPA may be given one term to improve their academic standing in order to remain and continue on as a mentor.

UG Mentors must receive grades for all 12 credits. An I (Incomplete), M (Missing), or X (no basis for grade) are not acceptable and will jeopardize a mentor’s status because it does not meet the Terms & Conditions for receiving a mentorship. Mentors must report all ineligible grades to the Mentor Director to determine what can be done, and they are required to provide documentation to the UNST Accountant and Program Director where a situation can be fixed and grades can be reported by week 1 of each new term.

UG Mentors must also maintain a cumulative and term-by-term 3.0 and completed grades for all summer terms where they attend and wish to continue mentoring in fall even when or if they do not mentor for summer term.

Graduate Peer Mentor Eligibility

GR Peer Mentors must complete a minimum academic load of 9 graduate-level credit hours per term, and maintain a minimum 3.0 GPA, cumulative and term-by-term. Mentors should refer to the Graduate Student Assistantship Policies through their graduate school, since they mandate the requirements to receiving stipends and remissions. UG credit does not apply toward the minimum credit requirement unless it is for a course required to graduate (e.g., language requirement). GR Peer Mentors are considered Graduate Teaching Assistants (GTAs) at PSU and as such must follow all the requirements of the Office of Graduate Studies. If there are any problems, mentors should talk with the Director of Mentor Programs and the Office of Graduate Studies as early as possible. Graduate Assistantships will be lost or GR Mentors will be put on an “Academic Warning” by the PSU Graduate office if mentors do not meet the requirements. Refer to GA policies for further information: http://www.gsr.pdx.edu/ogs_gradassists.php
Rehiring Mentors

Rehiring does not occur automatically. All rehiring decisions are made by the Mentor Program Director and are based on the above items and the availability of courses in UNST at the term of rehiring or continuation. The process for mentor rehiring begins each January when all current mentors take the Mentor Census Survey, distributed via the MPU. At that time all mentors must initially notify the Director of Mentor Programs of their intention to continue mentoring for the following year. Rehiring does not officially occur until late in summer term when UNST courses are determined and PSU enrollment requirements and minimums are satisfied. Returning mentors will be contacted at that time to confirm course availability as well as their own intentions if plans have changed over the summer, and returning mentors are typically the first group “rehired” for mentoring before new hires gain positions.

Academic Status Check

Each term, the UNST Accountant and the Director of Mentor Programs are required to check all grades and basic mentoring scholarship requirements, including (a) term and cumulative GPA status, (b) numbers of credits at registration, (c) numbers of credits held during the term and completed at the end of the term. Upon hiring initially, mentors are required to have a minimum overall GPA of 3.25 or higher. During mentoring, a mentor’s cumulative and term-by-term GPA needs to be maintained at 3.0 or higher in order to continue mentoring. For UG Peer Mentors, if their cumulative or term-by-term GPA drops below 3.0, they will receive a notification from the Directors and will be offered one term to improve their GPA to a 3.0 or higher again; this is called a “mentor support and improvement term” option. During this period, if they do not meet the 3.0 term GPA requirement, they may lose their mentor position. GR Mentors follow similar GA (GTA) status policies as established by the PSU GR School for all GAs, which includes the maintenance of a 3.0 GPA (minimum) each term, as well as an overall GPA of 3.0 or higher.

All UG and GR mentors are required to finish all credits each term (12 credits for UGs; 9 credits for GRs) with an eligible grade. Any mentor who receives an Incomplete or Missing or "X" grade will receive an immediate email notifying the mentor about the specific issue of concern. The mentor will be required to craft a detailed explanation of the situation with an accurate expected-completion timeline. This timeline typically needs to include the plan for completion of these credits before the next term begins. This step is necessary for an exception to be considered and supported by the Mentor Director and other UNST administrative leadership. Once the mentor has offered this summary with its timeline, a decision will be made by the Director and UNST staff in the budget office or PSU GR School about the likelihood that the mentor can be supported to continue mentoring. Where the case is supported by the Director and meets requirements, a “mentor support and improvement term” may be offered where it could be necessary and helpful to the mentor to provide additional support for a term due to outstanding circumstances (e.g., medically documented illness or egregious circumstances, etc.). The expectation is that the mentor would complete requirements according to the agreed-upon timeline agreed-upon and demonstrate that they can continue to meet requirements in the next term and future terms.

Other On-Campus Work

Undergraduate Mentors cannot work more than 130 hrs on campus in any pay period (~30 days) according to a PSU policy. The UG mentor position, however, is an award and not considered employment. It does not count against the totals, so mentors can work outside of mentoring at PSU.
Graduate Mentors, as with all Graduate Assistants at PSU, cannot work more than .49 FTE (approximately 19 hours per week) on campus according to a PSU policy. This includes the total of all their appointments combined. GR mentors working in one course are .25 FTE, or .49 FTE for two courses. For more info: www.pdx.edu.ogs/graduate-assistantships

Confidentiality
Faculty partners have full discretion as to whether or not they choose to share confidential information, such as student’s grades, with mentors. All mentors sign a confidentiality statement and are responsible for FERPA standards of conduct. Review: http://www.pdx.edu/registration/ferpa-tutorial-intro

Mentors are obligated to immediately report any concerns about the physical or emotional safety of students to their faculty partner and the Mentor Program Director. Mentors must use discretion when sharing sensitive student information with other mentors. It is never acceptable to publically discuss a student or share student names with another mentor, student, friend, or family member.

Both faculty and mentors are also obligated to follow PSU’s Confidentiality Policy: www.pdx.edu/registration/student-records-privacy. Release of student records at PSU is governed by federal law (FERPA), the Oregon Revised Statutes, and by the Oregon Administrative Rules. It is never appropriate for a mentor to give out a student's information to anyone. If information is requested, the request should be denied. Refer all inquiries from civilian and law enforcement officials directly to:

Office of Admission, Registration, and Records
104 Neuberger Hall
724 SW Harrison Street
PO Box 751
Portland, OR 97207
503-725-3511

Confidentiality does not apply when issues reportable under Mandatory Reporting laws arise. See previous section on Mandatory Reporting for more information.
Absences

A core requirement for maintaining the Peer Mentor scholarship is to complete all duties for the position, including attendance for all assigned main and mentor sessions during each term. Therefore, requests for substitutes should be considered a very rare request and take place only in extenuating circumstances, such as illness, an observed religious holiday, family emergencies, pre-approved academic or program events, or professional events (such as conferences). They should never be used to take an early vacation, attend a recreational activity (such as a concert), or just to take time off from mentoring. It is the mentor’s responsibility to communicate with the Director and to secure a sub in the event a sub is needed. Substitutes must be other trained and active UNST mentors secured ahead of time in the following manners described below:

In the event of a planned absence (e.g., conference or core academic program requirement), mentors are required to do the following:

1. Discuss the matter with the faculty partner and Mentor Director as far in advance as possible.
2. Send a “draft” (see sample provided) Sub Request message to the Mentor Director with the name of the course, faculty partner, faculty contact info, location and times of main and mentor sessions, and plan for the day.
3. Wait for the Director to approve the reason for the absence and need for the sub and to suggest any helpful editing changes to clarify the draft request.
4. Once approved, the mentor may forward the final request to the Mentor list.
5. As mentor(s) come forward to sub, this exchange and plan must be “cc”ed to the Director as well.
6. If no sub can be secured, a mentor is still responsible for the mentor session (as this is still a core scholarship requirement to complete all mentor sessions as agreed-upon) and may not cancel on their own. Further discussion with the Director and faculty partner may be warranted in this case.

In the event of an unplanned absence (e.g., emergency or illness), mentors should do the following:

1. Contact their faculty partner, front desk, and Mentor Program Director as soon as they know they are going to miss class so that they can work out a plan for the students and take steps to find a substitute, or have the front desk put a note on the door.
2. If possible and there is some lead time available, follow the steps above for planned absences regarding the “drafting” of a message to the Director for finding a sub. Some mentors can step in quickly, so this route is always suggested before item 3 below.
3. Notify the UNST Office (503.725.5890). It is important that mentors do not leave a message, but speak directly to a person. If the faculty partner, Mentor Director, and mentor need to cancel mentor session, the mentor or Mentor Director may ask the UNST Administrative Assistant at the front desk to post a mentor session cancellation sign outside of their mentor lab.
A Sub Request message may look like this:

Hello, Mentors!
I have encountered a conflict with my main and mentor sessions on Tuesday, November 24th, and am wondering if anyone could substitute. Here is the information:
  Course: Race and Social Justice
  Faculty Partner: Dana Lundell (dlundell@pdx.edu)
  Main Session: 12:00pm-1:15pm in CH 103
  Mentor Sessions: 2:00-2:50, 3:00-3:50, 4:00-4:50 in CH 183

For Mentor Session, my mentees will be participating in a Peer Review Workshop for the rough drafts of their research papers. I will provide you with the lesson plan and associated handouts, as well as coffee or tea in the near future! Thank you for your consideration.

Signed,
Your Name and Contact Information
**Mentor Performance Support Process**

If it is determined that a UG or GR Peer Mentor is not fulfilling the academic, performance, and conduct expectations of the position, s/he/they will engage in the following support process with the Director of Mentor Programs.

**Academic Status Issues and Support Pathways**

Academic status issues occur when a mentor does not meet the core minimum criteria for maintaining the terms of the mentor scholarship (see Eligibility and Rehiring). The process differs slightly between UG and GR mentors (as GR mentors primarily will follow official PSU GA Assistantship policies).

*Undergraduate Mentors:* A mentor who does not meet academic requirements during a term (i.e., a minimum of 3.0 GPA) may be put on a one-term improvement track known as an “Academic Support Term” and will be notified by the Director of Mentor Programs. If a mentor’s situation does not warrant the improvement opportunity, then the Director may also make this determination by not offering this option and discontinuing a mentorship (e.g., if the academic status is exceptionally low, such as C, D, or F grades without additional circumstances). If a mentor who is approved for an “Academic Support Term” does not improve this academic eligibility/status issue by the end of the next term, then the mentor’s position may be terminated.

*Graduate Mentors:* A mentor who does not meet PSU requirements for maintaining a GA Assistantship (i.e., a minimum of 3.0 GPA or overall GPA 3.0 or higher) may be put on a one-term improvement track known as an “Academic Support Term” and will be notified by the Director of Mentor Programs. This process is similar to the process above for UG mentors, but the final determination is made by the PSU GR School.

**Performance Issues and Support Pathways**

Performance-related issues relate to the process, quality, and outcomes of the mentor’s work and effectiveness as a mentor in mentor sessions. This may be evidenced by low student feedback evaluations or in cases where faculty or students (mentees) may have brought some key issues of concern to the attention of the Mentor Director. We prefer to work supportively with mentors in these cases to improve skills and performance in the role of mentor.

When we become aware of a situation like this with a mentor, typically the Mentor Director will discuss the issue openly with the mentor and faculty partner to gain awareness about the context. The Mentor Director may then determine that an ongoing series of mentor or mentor-faculty support meetings might be a supportive measure to continue to engage the mentor in a helpful and productive conversation to address and improve these issues.

In the case where there is not a satisfactory level of change made, then the Mentor Director may host another meeting to discuss whether or not mentoring is an appropriate pathway for the mentor at that point in time and to see what other supports might be warranted.
Conduct Issues and Support
Primarily, all Peer Mentors MUST adhere fully to all PSU Student Code of Conduct Issues. They have also signed the Confidentiality Statement regarding release or sharing of student records. Mentors are fully responsible for these and are subject to PSU policies for conduct related to these items. In the Peer Mentor Program, conduct related issues involve inappropriate and/or unprofessional behavior towards students, faculty, staff, and other mentors (i.e., harassment, teaching mentor session while under the influence of alcohol, dating students from mentor sessions, etc.). Any conduct related issues will be discussed with the Mentor Director and mentor to determine which pathways for support or other options are warranted.

Termination
In any cases above with academic, performance, or conduct-related issues, the Mentor Director will determine appropriate pathways for mentors within the context of the situation, in discussion with the mentor, and with support from the UNST Director, CARE Team, or Conduct Office where issues may need further addressing. In rare cases where supportive pathways are not viable, then the Mentor Director would provide notice to the mentor that a mentorship may be ending due to the noted circumstances.

Appeals
The mentor has the right to appeal or discuss any decision made by the Director of Mentor Programs if it is deemed unfair. First, we always recommend an open discussion. If this is not satisfactory, then a mentor may make an appeal in the form of a letter to the UNST Director to explore the issue further. Appeals to this process are to be directed to the UNST Director and will be reviewed in a timely fashion. An appeal should be a 1 to 2 page letter which clearly states the reason that the mentor feels the procedures were not fair to his or her case. The UNST Director may hold a meeting with the mentor, with the Director of Mentor Programs, or with both parties. The UNST Director has the final decision authority about the outcome of the appeal, and this will be written and filed in the mentor’s file.

Policies for Resolving Questions and Conflicts

Classroom Challenges and Conflicts
Conflicts or concerns that come up in the class should be addressed first between the faculty partner and the mentor. The Director of Mentor Programs may also be reached to offer support through this process. We may also bring in the MAPS team or other campus resources for additional support opportunities and resources. If the issue is a higher-level concern related to safety or an immediately threatening crisis of some kind, we urge mentors to contact 911 (if emergency) first and then seek support in the UNST office at the Front Desk or with available office staff and the Mentor Director.
Mentoring in Safe Classrooms: Policies, Protocol, and Guidelines

There are many ways to support students and promote safety in classrooms. Here are a few considerations that can be helpful in engaging students positively and in navigating complex situations.

1. **Create clear ground rules.** Mentors should go over or consider developing some basic “ground rules” at the start of mentor session. Providing reminders further establishes this notion as a practice. Mentors are encouraged to create their own guidelines for things that are non-negotiable for the sessions and that guide positive educational conduct in a classroom. *Examples: The use of profanity, being rude to others, making hateful or derogatory statements, making violent references, inappropriate or unwelcome physical behaviors, etc.*

2. **Practice safety and support but not pure confidentiality.** Promise a safe and welcoming environment for students in all main and mentor sessions, outlining and discussing what this means in the first week of classes using your ground rules or syllabi guidelines. However, please assert your boundaries (such as not keeping confidentiality in urgent or mandatory reporting situations such as child abuse, suicide ideation, illegal activities, student code of conduct violations, or violent/harmful situations). You must report any safety issues to the Director and not assume a counseling role directly to students, referring them only to campus or community resources as appropriate.

3. **Disrupt specific behavior verbally when it occurs.** Model professional behavior for students in response to disruptive events in the classroom (e.g., harmful teasing of another student, remarks bordering on violent or harmful, comments that provocatively discriminate against another student). You may find at times that you need to navigate appropriate ways to address more disruptive behaviors, such as hostile or provocative remarks in class. Mentors should always remember to consider and positively try to represent those who may NOT feel comfortable speaking up and who may feel intimidated by the student who is acting inappropriately. Asserting a boundary or making a calm, firm statement, such as “that is not an appropriate kind of comment for this setting,” is a direct way to frame a remark that is disruptive.

4. **Request that a student leaves the session if s/he persists with the disruptive behavior previously addressed.** Students have a right to be in class. However and in a more extreme event, such as a hostile situation, if a student proceeds to disrupt after the mentor has tried to disrupt the behavior with a statement (as in #3), they may ask the student to leave class if the behavior continues. Asking a student to leave is appropriate for *one class time only*, but each new class is considered in and of itself as “new.” NOTE: Mentors CANNOT ask a student to permanently leave mentor session or to leave multiple sessions. Students have the right to stay registered in a class unless faculty takes formal action (see #7). Immediately contact the faculty partner and Mentor Director when a concern reaches this level so they can help navigate the nuances.

5. **Safety first!** If a student does not leave class after being issued a verbal request to leave, mentors may call Campus Public Safety Office to remove a student, or go to UNST 117 for immediate support. **If the mentor fears or senses danger,** they may request all the students to
leave and end the session immediately. They must go directly to UNST 117 for support and to report the incident or concern.

6. **Report immediately to faculty partner; take written notes on all observations.** Also report the same issues above to the Director of Mentor Programs.

7. Faculty members and mentors can file formal student conduct complaints to the Dean of Students office and UNST Director, as well as contact the CARE Team.

**Disclaimer:** If a PSU student or friend of a PSU student reports to or shares with a mentor information about suicide (i.e., they are contemplating it, or they know a PSU student who is), the mentor is highly encouraged to report this immediately to their faculty partner and to the Director of Mentor Programs, as well as the PSU C.A.R.E. team in the Dean’s office. Also, the mentor should document the incident in an email, which will be forwarded to the UNST Director who reports it up to the campus administration officials who will help care for the student. Mentors must NOT hesitate to report this, and must NOT take the liberty of evaluating the severity or legitimacy of the statement. Any report is to be taken seriously, and it is the job of the professional health care providers and staff who will act on this information to ensure that the student is supported immediately.

**Equipment and Mentor Labs**

**Audio Visual Department (A/V)**

A/V is located in the basement of Smith Memorial Student Union, 503.725.9100. Faculty may arrange for their mentors to reserve and pick up A/V equipment for class and mentor session use.

In addition, the UNST Office carries digital cameras, videos, DVDs, and a projector for mentors to use. Because they own only one projector, they ask that faculty and mentors first attempt to reserve projectors from the A/V department so that the office projector can be held for emergency use. The UNST Office carries 6 cameras and is happy to loan them out to faculty and mentors whenever they need them.

**Mentor Labs**

White board markers are available from the OIT lab assistants. Mentors should erase whiteboards after their mentor sessions.

Students, faculty, and mentors **must** use the red bins in the labs to store drinks and food. Absolutely NO food or drinks are allowed near the computers or on the center tables. Mentors are expected to comply with and enforce this policy in all mentor labs, and may be asked to take their mentor session elsewhere if a lab attendant finds the policy is not being followed.

**UNST computer labs are not open on the weekends or holidays.**

For more information on OIT policies, see: [http://www.pdx.edu/oit/policies-standards](http://www.pdx.edu/oit/policies-standards)
Field Trip Guidelines

If a FRINQ instructor arranges a required field trip off-campus, they should arrange for transportation options for their students with Thuy Vu (thuyv@pdx.edu).

In general, Mentors should NOT drive students. If they must drive their car, they will have to fill out the general field trip release form which states that they are responsible for any risk, and that their insurance will be the primary insurance for any accidents, injuries, etc. If they transport students, they will also be liable for these students as well. This is why we highly DISCOURAGE mentors from driving themselves or students on field trips.

If students in the class need to drive their own personal vehicle to the field trip, they must complete the Informed Consent, Release, Authorization for Emergency Treatment and Transportation and Indemnification Agreement (see appendix). Again, this form states that they are responsible for any risk, and that their insurance will be the primary insurance for any accidents, injuries, etc.

Link to General Field Trip Release Waiver
A copy of the General Field Trip Release Waiver can be found in the Appendix or at https://docs.google.com/a/pdx.edu/document/d/1fJY1Ok8iub6YHaAYTISllgFTq0Dh1SWVptsfXkkUI/edit
**Mentor Office**
Cramer Hall 163, 503.725.5989

**Mailing Address:**
Portland State University
UNST
PO Box 751
Portland, Oregon 97207-0751

The Mentor Office is a professional space used by faculty, mentors, staff, and is visited occasionally by UNST students only when invited by mentors (e.g., a meeting with the mentor). Mentors should not invite others (e.g., student friends, partners, children) to hang out regularly in the room due to its size limitations and official function as an office space serving the UNST program. Mentors may study there with other mentors only.

**Cleanliness**
Cleanliness and organization is the responsibility of all who use it, so the most important principle is that all users clean up after themselves. If mentors need a place, larger than their mailbox, to store materials or school supplies, renting a locker in Cramer Hall is highly encouraged. In order to ensure that the Mentor Office be cleaned every week, there is a cleaning sign-up sheet sent out early in the term via the MPU. All mentors who use the Mentor Office for anything are expected to take ownership of the space, and sign-up. University employees enter the Mentor Office to take out the trash and recycling, but that is the extent of official cleaning services. In order to avoid molding, bad smells, clutter, and general grossness, it is up to the mentors to clean up. There are computer wipes and other cleaning supplies available to help keep the mentor room clean and germ-free.

Please also do not store any personal belongings, mentor session projects, or bring bikes into the Mentor Office out of respect for others, accessibility, and fire codes. Per earthquake codes, do not store anything on top of the mailboxes or shelves above the computer terminals.

**Composting**
Composting is the responsibility of the mentor community and the UNST Front Desk staff send instructions/sign-ups to the listservs at the beginning of each term.

**Computers**
Because of the large number of mentors in the Peer Mentor Program, it is required that mentors limit their usage of computers during high-use times to mentor session work only, saving other academic uses, such as studying for off-hours only. If there are issues with the computers, copier, or printer, report them immediately to the UNST office staff and place a note or sign on the device stating date the issue was reported. For ease of identifying computers for OIT, include the ID number of the computer (on top of the console unit) with the report.
Office Key Cards and Hours
The Mentor Office can be accessed via a key card device rather than a physical key; the white PSU ID card will allow mentors access. **UNST pays the cost of one key card per mentor**, and all subsequent replacements will be charged to the mentor’s account (about $21 per card). If a mentor loses their card, it is up to them to notify the Cramer 117 front desk right away so as to keep the room secure, and to get a new card from facilities. This key card will be reactivated each term that holders work as UNST Peer Mentors.

Cramer Hall is locked at 8:00 p.m. and mentors or students can use their key card to access the building until 9:00 p.m.

Microwave and Refrigerator
Please help keep the microwave and refrigerator clean for all mentors by wiping up any spills and taking home food or containers at the end of the day. Please label all food using the tape and marker provided near the refrigerator with your name and an expiration date. When the fridge becomes a mess, unlabeled containers and dishes will indiscriminately be thrown away.

Copy Machine
The copy machine is used by mentors and faculty for UNST-related materials. Users must not leave the copy machine jammed or otherwise not working. If the machine quits, users are required to put a sign on it and immediately inform the UNST office staff.

Mailboxes
Mentor mailboxes are located in the Mentor Office. Mentors should check their mailboxes often because they may contain announcements, surveys, and other important notices. Also, mentors should clean them out regularly. Mentors who find that they need storage space are encouraged to rent lockers, which are available to students for a nominal fee.

Office Supplies
Office supplies such as paper, pens, tape, staples, etc., can be acquired through the UNST Front Desk. If something is running low, they should let the UNST Front Desk know so that an order can be placed. If a special supply is needed, it should be ordered by the director (or faculty partner if for a mentor session); allow two weeks for delivery.

Art Kits
Art kits are available for mentors to use! They contain construction paper, lined paper, glue sticks, markers, highlighters, etc., and they can be found behind the chairs in the small office, and in the bench in the kitchen. Please take the whole kit with you to mentor session, and return it afterwards. This intentionally cumbersome request ensures that the kits stay complete and accounted for.

Mentor Library
The books in the Mentor Library were a one-time purchase for mentors to help with pedagogical and professional development activities, and **they will not be replaced if lost**. Do not remove the books
from the mentor office. Donations or ideas for future/additional resources for the library should be sent to the director or graduate assistance for consideration as they keep an updated inventory for accounting purposes.
Professional Development
Mentor Cycle of Development

This diagram shows the cyclical nature of mentor development from the point mentors are invited in to the training to the paths of teaching, professional development, and graduation or leadership. Applicants are selected from a general pool each February and March with a selected list of candidates or “finalists” invited to the spring training course. Once mentors are formally hired over summer, they join all the returning mentors in a fall conference prior to the academic year and beginning of their mentorships. During the academic year, mentors attend a retreat each term, and build and maintain an ePortfolio.

Cycle of UNST Peer Mentor Development & Training
**Hiring Process**

- **Spring**
  - Mentor spring training class passed and completed by applicant finalists (B+ or higher). Finalists advance to “ready to be hired” status at discretion of Director of Mentor Programs based on eligibility. *This status allows for hiring depending on final numbers of courses for fall.*

- **June/July**
  - All new mentors complete training course.
  - Director of Mentor Programs reviews requests for rehiring from current mentors who wish to continue. Continuing mentors have priority status for rehiring if they pass required academic status checks.

- **August**
  - Preliminary UNST course schedule with faculty assigned sent to Director of Mentor Programs for scheduling and hiring to proceed.
  - Scheduling begins with qualified mentors added to queue. In the case that there are more mentors in the queue than available courses, the Director of Mentor Programs will examine a variety of factors and use a randomized scheduling output for an optimized schedule.
  - Director of Mentor Programs completes academic status checks for returning and “ready to be hired” mentors (new mentors) to determine admission to scheduling queue. NOTE: Requirements for new mentors in fall include a minimum 3.0 cumulative GPA (overall) and 90 minimum credits completed for UG Mentors and 3.0 GPA and/or formal admission to a GR program for GR mentors.
  - Director of Mentor Programs notifies all mentors of their status and whether they will have a match with a FRINQ or SINQ course for fall term. Those mentors without course assignment are placed on “wait list” for any future openings. Contracts for those with courses are generated.

- **September**
  - If additional courses are added, more “wait list” mentors would be assigned courses. If mentors do not receive an assignment, they are next in line for hiring as openings arise due to other issues in the academic year. This may be in a future term.
  - Contracts and awards are finally offered by or before Sept. 15.

- **September 16**
  - Contracts begin Sept. 16, and the fall retreat and conference are required for all mentors.

**NOTE:** Being hired as a mentor is one of the most competitive opportunities at PSU. Typically most new mentors get hired according to program history. However, the invitation to this class anticipated levels of the past years, and PSU changes each fall based on factors outside of the Director’s control. This means that despite the Director’s hopes and intentions, final mentorships are determined by institutional factors since the scholarships require each person to be assigned a course. It is essential that all mentors ALWAYS have a backup plan both financially and personally as there is no final guarantee of placement until late summer when enrollments can be
determined. Mentorships are contingent on registration, and courses can be canceled by PSU according to enrollment policies or budget issues.

**Enrichment Opportunities**

The Mentor Program offers additional ways for you to continue to grow and evolve as a student and future professional. In addition to your mentor position requirements (e.g., mentor sessions, training, retreats, ePortfolios), we offer multiple means for continuing your development at your own pace, which can be tailored to your changing needs and schedules. These opportunities are set up as a series of formal and informal, as well as ongoing and emergent, activities during each academic year. The intention is to give you new ways to improve your mentoring as well as bring elements of fun, play, rest, challenge, discovery, and service into the Mentor Program. We invite you to think of ways to enter the community via these activities and to give back or pay forward the many new things you will find along your pathways of mentoring.

**Mentor Enrichment Activities**

The activities span from academic to purely social in nature. The more you get involved, the more the community thrives! You may see emails or Mentor Program Updates announcing new and ongoing activities inviting you to participate. What you may stand to gain are the following: (a) good karma, (b) a sense of belonging, (c) play and laughter, (d) a line for your CV or resume, and (e) much more.

These include but are not limited to:

- Mentor Munchies and Musings
- Mentor ED Talks
- Writer for Mentor Program Updates
- Social Media Mentors
- Mentor Room Hosts (The Green Clean Team)
- Mentor Interviewers for Annual Hiring
- Mentor Ambassadors for Hiring and Recruiting
- Fall Conference Volunteers (break-out session presenters)
- Ad Hoc Mentor Committees (e.g., celebration planning, training input, etc.)
- ELP and UNST Credits
- UNST Research Projects
- And Much More!
Mentor Program and Leadership ePortfolio

Description
All students at PSU have access to Pebble Pad, which is the official platform for creating ePortfolios that can be utilized even after graduation. UNST has been a leader, both campus and nationwide, in its practice using ePortfolios for learning in FRINQ courses. SINQ courses are also beginning to include ePortfolios. Peer Mentors play a pivotal role in supporting this initiative and in teaching their mentees how to create and learn in the ePortfolio.

Many professional and graduate programs require their students to create a professional, reflective ePortfolio. The UNST Peer Mentor Program uses ePortfolios as a framework for helping mentors to learn about the tool and also to use it as a reflective practice for mentoring activities. The ePortfolio focuses on articulating, sharing, and reflecting on your leadership and teaching as both programmatic and personal outcomes. UNST requires all FRINQ students to create and utilize an ePortfolio, and UG mentors will be a vital link in supporting the students in the creation of these.

Goals
• Developing a leadership and professional identity for mentors
• Reflecting on UNST goals, mentoring and teaching activities, and personal leadership experiences through a practice of self-assessment
• Training mentors hands-on for working with students on ePortfolios
• Providing an opportunity for mentors to demonstrate their progress and contributions
• Creating a professional portfolio for external purposes, such as graduate school or career advancement
• Learning to use Pebble Pad at PSU among other platforms (Weebly, Wix, WordPress)

Process
The Mentor ePortfolio is a shared means for professional development using a range of means for expression, reflection, and representation of mentors’ work in the inquiry-based, UNST program. All mentors complete required annual ePortfolio assignments for skill training and leadership purposes, as well as for direct personal and professional engagement with UNST goals. This is also used as part of the mentor director’s ongoing program evaluation and reflection process with mentors. Mentors will exchange ePortfolios with other mentors as a means of sharing experiences in a large program.

ePortfolio Assignment for Mentors
The link for the ePortfolio is on the Mentor Web site, and it is available to mentors once they have logged into their account (and after they have set up their new profile when they join the program and gain access to the Web site). The Mentor ePortfolio Assignment provides an open-choice, term-by-term building opportunity for selected elements of the ePortfolio by the mentor, tailored specifically to the interests of the mentors depending on the overall goal (e.g., professional, teaching, personal, reflective, etc.).
Pebble Pad
PSU’s official ePortfolio platform is Pebble Pad. Mentors should become familiar with Pebble Pad, and we recommend beginning all new ePortfolios in this format starting in Fall 2016. The launching phase of Pebble Pad is happening at PSU and will continue to unfold. Mentors will receive training and support for this as it pertains to supporting their students.
https://www.pebblepad.com/login/pdx
Resources

UNST Academic Leadership

Sona Andrews, Provost and VP of Academic Affairs

Sukhwant Jhaj, Vice Provost for Academic Innovation and Student Success

Maurice Hamington, Executive Director of UNST

Area Directors

J.R. "Jones" Estes, Director Freshman Year Experience

Rowanna Carpenter, Director Sophomore Inquiry, Upper Division Clusters, and Assessment

Seanna Kerrigan, Senior Capstone Director

Dana Lundell, Director of Mentor Programs

Michael Lupro, Senior Inquiry Coordinator

Graduate Administrative Assistant

Mentors
UNST Office Staff

Sukhwant Jhaj,
Vice Provost for Academic Innovation and Student Success

Thuy Vu, Fiscal Officer

Maurice Hamington, Executive Director

Rowanna Carpenter,
Director Sophomore Inquiry, Upper Division Clusters, and Assessment

Katherine Barich,
Enrollment Coordinator

Krys Roth,
Executive Assistant

Office Specialist 2

Student Workers
Mentor Program and UNST General Office Information

The Mentor Program is housed in the UNST program offices in 117 Cramer Hall. Mentors work closely with the Director of Mentor Programs and support from the UNST office staff. The general organization of UNST includes the Director of UNST who works with faculty, office staff, and a leadership team. The team includes a program directors for FRINQ, SINQ and Clusters, Senior Capstones, and Mentor Programs. The office staff works most directly and day-to-day with mentors.

For Mentor Program questions:

Director of Mentor Programs
Dana Lundell, PhD
117G Cramer Hall, University Studies
(503) 725-9407, dlundell@pdx.edu

University Studies Writing Coordinator
Annie Knepler, PhD
117Z Cramer Hall, University Studies
(503) 725-5813, knepler@pdx.edu

For UNST or general questions:
University Studies Program Main Office
Office Specialist/Front Desk Team
117 Cramer Hall, (503) 725-5890, askunst@pdx.edu

Krissandra Roth, Executive Assistant and Sr. Office Manager
117K Cramer Hall, (503) 725-4949

Katherine Barich, Enrollment Coordinator
117 Cramer Hall, (503) 725-5895, barichk@pdx.edu

For A/V questions:
Please inquire with UNST Front Desk and PSU A/V services

For payroll, academic status, and stipend/remission questions:
Direct initial questions to Mentor Program Director who will check with the appropriate office or refer you to the appropriate office and/or personelle.

For classroom or scheduling questions:
UNST Classroom Scheduling
Katherine Barich, Enrollment Coordinator
119 Cramer Hall, (503) 725-5895, barichk@pdx.edu
Human Resources Links

Policies, Contracts & Forms
PSU employment policies, contracts, and documents.
http://www.pdx.edu/hr/policies_contracts_forms

Wage & Hour Laws
More information about pay rates, and hour limitations
http://www.pdx.edu/hr/wage_hour_laws
http://www.pdx.edu/ogs/graduate-assistantships

Getting Paid
Payday schedule, documents and deadlines
http://www.pdx.edu/hr/payday_schedule

Direct Deposit
Information about PSU’s Direct Deposit program
http://www.pdx.edu/hr/direct-deposit

Faculty Resources
More links and information for PSU employees
http://www.pdx.edu/oaa/faculty-resources

University Closure Policy
Inclement weather, disease outbreaks, and planned closure policies
http://www.pdx.edu/hr/university_closure_policy

Office of the General Counsel
http://www.pdx.edu/ogc
http://www.pdx.edu/ogc/mandatory-child-abuse-reporting

Department of Human Services
### Referral Directory

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<thead>
<tr>
<th>Affirmative Action Office</th>
<th>Branford P. Millar Library</th>
<th>Campus Rec Center</th>
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<tbody>
<tr>
<td>CH 122</td>
<td>1875 SW Park Ave</td>
<td>1800 SW 6th Ave</td>
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<tr>
<td>503.725.4417 (Ruth Toba AA/E0 Specialist)</td>
<td>General Information 503.725.5874</td>
<td>503.725.5127</td>
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<td><a href="http://library.pdx.edu">http://library.pdx.edu</a></td>
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<td>Campus Safety</td>
<td>Clean Copy</td>
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<td>Emergency: 503.725.4404</td>
<td>1510 SW Sixth Ave</td>
<td>SHAC Dental Services</td>
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<td>Non-Emergency: 503.725.4407</td>
<td>503.221.1876</td>
<td>503.725.2611</td>
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<td>Lost &amp; Found: 503.725.44.35</td>
<td><a href="http://www.clean-copy.com">www.clean-copy.com</a></td>
<td><a href="mailto:dental@pdx.edu">dental@pdx.edu</a></td>
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<td>Diversity &amp; Multicultural Student Services</td>
<td>Disability Resource Center</td>
<td>First Floor Mentor Lab Desk</td>
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<td>NASCC</td>
<td>SMU 116</td>
<td>503.725.5980</td>
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<td>503.725.9695</td>
<td>503.725.4150</td>
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<td>Multicultural Center (SMU 228)</td>
<td><a href="mailto:drc@pdx.edu">drc@pdx.edu</a></td>
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<td>503.725.5342</td>
<td><a href="http://www.drc.pdx.edu">www.drc.pdx.edu</a></td>
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<td>Helen Gordon Child</td>
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<td>Development Center</td>
<td>1005 W Burnside</td>
<td>1715 SW 5th Ave</td>
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<td>1609 SW 12th Ave</td>
<td>503.228.4651</td>
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<td>PSU Switchboard Voicemail</td>
<td>Second Floor Mentor Lab Desk</td>
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<td>503.725.3000</td>
<td>503.725.8249</td>
<td>1915 SW 6th Ave</td>
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<td>503.227.6137</td>
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<td>SALP</td>
<td>SHAC</td>
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<td>Campus organizations</td>
<td>Counseling, psychological evaluation and intervention, testing services, and all health-related concerns.</td>
<td>SMU M343</td>
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<td>SMU 119</td>
<td>1880 SW 6th Avenue</td>
<td>503.725.4556</td>
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<td>Student Parent Services (SPS)</td>
<td>Student Support Services – Educational Opportunity Programs</td>
<td>Queer Resource Center</td>
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<tr>
<td>SMU 124</td>
<td>SMU 458</td>
<td>SMU 401</td>
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<tr>
<td>503.725.5655</td>
<td>503.725.3815</td>
<td>503.725.9742</td>
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<tr>
<td><a href="mailto:lawsonl@pdx.edu">lawsonl@pdx.edu</a></td>
<td><a href="http://www.pdx.edu/sss-eop/">www.pdx.edu/sss-eop/</a></td>
<td><a href="mailto:qrc@pdx.edu">qrc@pdx.edu</a></td>
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<td>UASC</td>
<td>Women’s Resource Center</td>
<td>Writing Center</td>
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<tr>
<td>General academic advising.</td>
<td>1802 SW 10th and Montgomery</td>
<td>188 Cramer Hall</td>
</tr>
<tr>
<td>425 SMU</td>
<td>503.725.5672</td>
<td>503.725.3570</td>
</tr>
<tr>
<td>503.725.4005</td>
<td><a href="http://www.pdx.edu/wrc/">www.pdx.edu/wrc/</a></td>
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Appendix

Miscellaneous resources, handouts, diagrams and PSU polices relevant to mentoring.
Writing Resources for FRINQ and SINQ Mentors

Writing, both formal and informal, is an essential part of all FRINQ and SINQ courses. In these UNST courses, students are asked to write in a variety of formats and for a variety of audiences. As a mentor, you can guide students through the writing process by creating activities that help students understand assignments, brainstorm and organize ideas, research their topics, and revise their work.

The following resources will help you support students in their writing:

**Mentors:** www.mentors.unst.pdx.edu

Your peers are often your number one resource! Talk to fellow mentors and log on to the UNST mentor website to check out ideas, activities and lesson plans your fellow mentors have created and used.

**Writing Center:** www.writingcenter.pdx.edu

The PSU Writing Center is a valuable resource for students who could benefit from one-on-one help with their writing. There is no limit on the number of times that FRINQ students can visit the Writing Center. SINQ students can schedule up to one hour a week. Do keep in mind that Writing Center sessions are most useful when students prepare for those sessions ahead of time and when students (as well as faculty and mentors) have a clear understanding of what can or might be accomplished during a Writing Center session.

**Writing Courses at PSU:** www.english.pdx.edu/Courses.php

The following courses may be taken in conjunction with FRINQ or SINQ. For many students, FRINQ and SINQ will fulfill their writing requirements at PSU, but others may benefit from extra writing support through these courses. Also, several majors require that students take a writing course such as WR 121.

**LING 115 Writing Workshop for Non-Native Writers**—Writing Workshop for Non-Native Writers is designed for writers whose first language is not English. It provides an opportunity develop your skills and confidence in writing for college. This course focuses on the types of academic of writing you are expected to produce in American college-level academic writing, including essay organization, summaries, responses, analysis and research writing. In addition, students work on grammar and sentence structure problems which occur more often in non-native writing and do peer editing and learn skills for self-editing. Understanding your assignments, synthesizing ideas, and strategies for test taking are also addressed in this course.

**WR 115 Introduction to College Writing (4)**—A writing course for first-year students to help prepare them for Freshman Inquiry or WR 121. Introduces college-level writing and reading, along with general study skills. Provides practice at formal and informal writing, responding to a variety of readings, learning textual conventions, and building confidence.

**WR 121 College Writing (4)**—A writing course for lower-division students, in which they develop critical thinking abilities by reading and writing, increase their rhetorical strategies, practice writing processes, and learn textual conventions. Includes formal and informal writing, responding to a variety of readings, sharing writing with other students, and revising individual pieces for a final portfolio of work.

**WR 210 Grammar Refresher (2)**—A writing course for students who wish to refresh their grammar skills. Using informal and formal writing, it focuses on parts of speech, sentence construction, and punctuation; tracking particular grammar problems; and learning to edit.

**WR 222 Writing Research Papers (4)**—An elective course. The techniques for compiling and writing research papers. Attention to available reference materials, use of library, taking notes, critical evaluation of evidence, and conventions for documenting academic papers. Practice in organizing and writing a long expository essay based on use of library resources. Recommended: WR 121 or Freshman Inquiry. May not be used to fulfill English major requirements.

**WR 199 (1)**—Writing 199 is a one-credit Writing Center practicum offered to writers in Freshman Inquiry courses. WR 199 writers meet weekly with the same writing consultant over the course of the term. WR 199 offers writers
additional help in understanding assignments, generating ideas, drafting and revising, and learning to proofread and edit for a final draft. WR 199 is not a traditional course; it is an individualized program to help freshman writers with writing assignments in University Studies. WR 199 is not a replacement for a needed writing course. However, the consultant may assign writing as needed to cover the course objectives. You may take a writing course concurrently with WR 199 and your University Studies courses.

Students should register for WR 199 before the end of the second week of the term, and during the first week when possible, by visiting The Writing Center and getting a signed special registration form from the coordinator or staff. At that time, the student should also schedule their weekly meeting time with the receptionist. The course will take place in The Writing Center in Cramer Hall, room 188.

Websites and On-Line Resources

PSU Writing Center Resources: www.writingcenter.pdx.edu/resources/library.php
Owl Purdue: www.owl.english.purdue.edu/
English Department Website: www.english.pdx.edu/writingstudies/instructors/index.php, click on Teaching Resources. Under “username” type “instructor” and under password type “PeterElbow” It is case sensitive, so be sure to use caps for the appropriate letters.
LearnerWeb Writing Support: www.writingsupport.learnerweb.org
Grammar Girl: www.grammar.quickanddirtytips.com/

Books

The following books contain useful tools and ideas for writing instruction. Some will be available for mentors in the mentor library. Annie Knepler also has copies (along with several other resources) in her office (CH 117).

PSU Writing Center Staff, Ways of Writing
David Rosenwasser and Jill Stephen, Writing Analytically
Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves that Matter in Academic Writing
John C. Bean, Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom
Bruce Ballenger, The Curious Researcher: A Guide to Writing Research Papers
Betty S. Azar and Stacy A. Hagen, Understanding and Using English Grammar

If you have questions or would like to join the Mentor Writing Committee: Contact Annie Knepler, University Studies Writing Coordinator, phone: 503.725.5813, email: knepler@pdx.edu

Many mentors have enjoyed and benefited from taking ENG 413: Teaching & Tutoring Writing usually taught by Hildy Miller (milleh@pdx.edu) or Dan DeWeese (deweeseed@pdx.edu). Here’s the course description from the English Dept website:

This course introduces you to the theory and practice of teaching and tutoring writing in a variety of contexts. We’ll focus on writing processes (invention, revision, editing, formal and informal writing, and writing groups); teaching strategies (responding to writing, developing your teaching ethos, working with ESL students, handling plagiarism, teaching critical reading, and developing a teaching philosophy); and look specifically at what you need to know about tutoring and teaching (how tutorial sessions work, what writing in the disciplines means, how to create such teaching staples as a syllabus, a writing assignment, a unit plan, and a lesson plan). And you’ll spend at least 3 hours a week in a practicum of your choice beginning the second or third week. So, in short, this won’t be your average lecture class. Instead, you’ll be reading and researching materials, working in small groups, doing practice teaching and tutoring sessions, producing formal and informal writing, and applying all you’re learning to your practicum. At the end of the course you should possess both the tools and the confidence to teach writing in any context.
Understanding the University Studies Program

Why University Studies?
- The future matters. University Studies wants PSU graduates to be engaged citizens and lifelong learners who are not only poised for success in the workplace, but who are also prepared to grapple with the challenges that face our society.
- Innovative learning. Most universities have a required general education program. At Portland State, our interdisciplinary core curriculum is called University Studies (UNST). In UNST, students discuss big ideas, ask questions, and examine assumptions. We expect students to be active participants in their education. As a result, we combine hands-on, student-centered learning with content from a wide variety of academic disciplines. We also study students’ experience in order to support their learning and success. These practices help students thrive, and the UNST curriculum enriches the learning that occurs in the other classes and activities at Portland State.
- Transferable skills. UNST equips students with the core skills and perspectives to be successful throughout life. These include an ability to communicate effectively, to think creatively and critically, to be curious about the diversity of the human experience, and to wrestle with understandings of ethics and social responsibility. These are the Four Goals of the UNST curriculum, and employers report that they desire graduates with mastery in each of these areas.

Senior Capstone:
- As the culmination of UNST, Capstone courses connect the classroom to the community by immersing teams of students in service-learning projects that address real-world issues.

Upper Division Cluster:
- Composed from a variety of academic fields and linked to a single Sinq theme, Cluster courses build upon the knowledge and the core skills that students developed in FRINQ and Sinq courses.

Sophomore Inquiry (Sinq):
- These thematic, focused inquiry courses introduce students to the key concepts, questions, research methods, and other content that will be further explored in the Upper Division Cluster.

Freshman Inquiry (FRINQ):
- This year-long, interactive, and theme-based course uses an interdisciplinary approach to examine topics and show how content can be understood from different academic and personal perspectives.

Questions?
- Come by and visit us in Cramer Hall, 117, or you can reach us at: AskUNST@pdx.edu 503-725-5890

www.pdx.edu/unst

Created 09/12
Informed Consent, Release, Authorization for Emergency Treatment and Transportation and Indemnification Agreement

I, ____________________________________ (print your name) in consideration of my voluntary participation in the ______________________________ field trip program offered by Portland State University ("Program") related to PSU course #/title ______________________________, do hereby assume full responsibility for all risk of injury or loss which may result from my participation in the Program. I acknowledge that I have received, read, and understand all the information provided by the Program concerning such events and hereby approve of my participation. I am age 18 or older and lawfully able to represent myself in this Agreement.

I agree to hold harmless, release and forever discharge the State of Oregon acting by and through the State Board of Higher Education on behalf of Portland State University, its officers, agents and employees from any and all claims and demands whatsoever which I or any third party may have against them by reason of any accident, illness, injury, or death, or damage to, or loss of, or destruction of property arising or resulting directly or indirectly from my participation in the Program. I agree to allow PSU to conduct a criminal background check, if required.

I understand, agree and acknowledge that some activities may be of a hazardous nature or may include physical or strenuous activity that may result in illness, personal injury, suffering or death and I understand and appreciate the nature of such hazards and risks. Additionally some activities may require traveling in buses or other approved methods of transportation. If I should elect to use my personal vehicle in the course of my participation in the Program, I accept full responsibility and liability for its operation and understand my personal insurance is primary in response to any accident or injury therewith. Understanding this, to the best of my knowledge, I have no medical, physical, mental, or emotional health conditions that would hinder my participation in the Program.

In the case of an emergency, if I am unable to effectively communicate, I authorize the staff of the Program to obtain whatever medical treatment deemed necessary for my welfare. I further understand and agree that I will be financially responsible for all charges and fees incurred in the rendering of said emergency treatment, regardless of whether my medical insurance would cover such charges and fees.

I agree that this Consent and Release shall be construed in accordance with the laws of the State of Oregon and that venue for any legal proceeding arising out of this agreement shall be in Oregon. If any term or provision of this Consent and Release shall be held illegal, unenforceable, or in conflict with any law governing this agreement, the validity of the remaining portions shall not be affected thereby.

I understand that PSU reserves the right to remove me from the Program at any time should my actions or behavior, in the sole discretion of PSU, impede or obstruct the activities of other participants in the Program or if my actions or behavior endanger me, other participants, faculty, staff or mentor students.

I HAVE CAREFULLY READ THIS AGREEMENT AND UNDERSTAND IT TO BE A RELEASE OF ALL CLAIMS AND CAUSES OF ACTION FOR THE INJURY OR DEATH OF MYSELF OR DAMAGE TO MY PROPERTY THAT OCCURS WHILE PARTICIPATING IN THE PROGRAM AND IT OBLIGATES ME TO INDEMNIFY THE PARTIES NAMED FOR ANY LIABILITY FOR INJURY OR DEATH TO ANY PERSON AND DAMAGE TO PROPERTY CAUSED BY MY NEGLIGENT OR INTENTIONAL ACT OR OMISSION. THIS RELEASE COVERS ALL ACTIVITIES AND TRAVEL OFFERED THROUGH THIS PROGRAM. I ACKNOWLEDGE THAT I AM AT LEAST 18 YEARS OF AGE.

Signature: ____________________________________  Date: __________________
Address: ___________________________________________________________________
Telephone: Home ______________________ Work or Cell ______________________
Legal Reference: Release  Revised 7/28/2011 RM
PORTLAND STATE UNIVERSITY GRADUATE ASSISTANT TERMS OF APPOINTMENT

ELIGIBILITY
To qualify for a graduate assistant (GA) appointment, a student must be admitted to a graduate degree program at PSU with either Regular status or Department Conditional Status and must be in good academic standing. (A student with University Conditional status is not eligible to hold an assistantship.) In order to maintain eligibility, all GAs (regardless of funding source) must satisfactorily complete a minimum of 9 graduate credits each term the assistantship is in effect (except Summer Term), with term and cumulative GPAs of 3.00 or higher, and show satisfactory academic progress in fulfilling the requirements of the degree program. Satisfactory completion of a course at the graduate level is demonstrated with grades of A through B-, P, or IP (In Progress). Grades of C+ through F, NP, I, W, X, M, and AU are not satisfactory completion of a course at the graduate level.

There are two scenarios under which a GA can potentially register for fewer than 9 graduate credits in a term. First, a maximum 4 of the 9 required credits can be undergraduate credits if these undergraduate courses are needed as prerequisites or are important for the student’s program of study. Second, a GA can register for as few as 5 graduate credits in the final two terms before graduation provided no additional credits are needed to meet degree requirements.

TERMS OF APPOINTMENT
Levels of appointment may be between 0.15 and 0.49 FTE per term. The typical assistantship is 0.30 FTE. Students appointed for an academic year (9 months) receive a salary each month during the academic year; students appointed for 12 months receive a salary each month of the year. Appointments for fiscal quarters essentially parallel the academic terms for which the instruction fee portion of the tuition is remitted. The carry over of a week or two from one fiscal quarter to another does not provide instructional fee remission for both academic quarters.

Under no circumstances can a graduate assistant hold a regular university position (unclassified or classified) concurrent with a graduate assistantship. If a GA also earns student wages or other graduate assistant wages, a maximum of .49 FTE (approximately 254 hours of work total per term) is allowed from all PSU appointments during each term the assistantship is in effect. For example, a graduate assistant with a 0.30 FTE appointment could work a maximum of 0.19 additional FTE in that term in any other PSU student positions. 1.0 FTE for 13 weeks is approximately 520 hours of work; 0.19 FTE (98 hours) maximum is available in that term for other student work at PSU.

SALARY, HOURS, AND PAY
All graduate assistantships must be for appointments between .15 and .49 FTE (inclusive) and must include both salary and tuition remission equivalent to at least the minimum established by the tuition remission schedule set each academic year (instructional costs only, at resident rates). Tuition remission will be applied directly to a GA’s student account at the beginning of the term provided the student is properly registered. (PE courses can never be covered with a GA remission.) GAs are responsible for notifying their employing department if their tuition remission has not been applied to their account by the beginning of the third week of the term. Nonresident graduate assistants are charged resident tuition rates for the terms of their graduate assistantship only. No vacation, medical, dental, or retirement benefits are paid, and no time toward tenure is accrued.

GTAs and GRAs are provided pay on a monthly basis as compensation for the service that has been provided. The salary is not directly dependent on the actual number of hours worked each month, but rather is paid for satisfactory performance of professional responsibilities as required by the Department Chair or program Director. However, as a guideline, the following formula can be used. Each term is 13 weeks. 13 weeks/term x 40 hours/week x .3 FTE = approximately 156 hours/term. If students are teaching assistants and do not work during term breaks, they would work about 15 hours per week; if they work the entire term, they would work about 12 hours per week (156 hours/13 weeks = 12 hours per week). Term dates are defined as follows: Fall term, September 16 – December 15; Winter term, December 16 – March 15; Spring term, March 16 – June 15; Summer term, June 16 – September 15.

GAAs will be compensated on an hourly basis on a 12 month term of service. GAAs will be responsible for submitting online timesheets through Banweb. Pay received each month will reflect actual hours worked for dates of the 16th of one month through the 15th of the next month.

TERMINATION OF APPOINTMENT
All appointments are made for a specific period of time (e.g., one term, 9 months, 12 months). Reappointment is not automatic, must be considered on a competitive basis, and is based upon an evaluation of the student’s academic progress and performance as a graduate assistant. An appointment may be terminated at any time at the discretion of the University.

A GA who has been terminated by the Department may petition the Dean of the appropriate School/College for review of the termination action. After review, the Dean of the appropriate School/College will confirm the termination or reinstate the appointment.

June 2016
2016-17 Graduate Assistant Tuition Remission

All Graduate Assistants must register for and successfully complete a minimum of 9 graduate credits applicable to their degree program each term of the assistantship (except summer). The 2016-17 graduate assistant remission amount is based on the FTE of the graduate assistantship and will pay a portion of instructional costs (tuition). Because of the differentiated tuition structure for different programs, remissions will not necessarily correspond to the instructional costs of a specific credit hour load. Instructional costs for PE credits cannot be covered with tuition remission.

Although the Technology Fee, Resource Fee, and Student Services Fee have been incorporated into the tuition structure, students will be responsible for Building, Incidental, Academic Student Recreation Center (ASRC), and Health Service Fees, regardless of the remission amount indicated by the FTE. Students will also be responsible for PSU’s Health Insurance Plan premium unless they have insurance through another source (employer, parents, spouse, etc.) and are therefore eligible for a waiver. See http://www.pdx.edu/shac/insuranceplan for information about the waiver process.

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In no case, however, can the tuition remission amount be MORE than the tuition cost.

NOTE: These figures are the minimum remission amounts for the FTE ranges. If a grant or department is willing AND has the funds, the grant or department has the option of paying more than the minimum, NOT to exceed the tuition cost (student is responsible for the student fees and health insurance premium).