School of Art and Cinema Studies
Peer Mentorship Program
Handbook/Resources
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**Policies & Expectations**

**Expectations:**

1. Meet with your mentee in a public space.
   a. When meeting with your mentees do not meet with them at your home when there is no one else around. If you want to have a small dinner/get together with all of your mentees that is fine, but please be aware of your surroundings.
   b. **DO NOT** meet your mentees at parties.

2. Encourage your mentee to attend events on campus and offer to go with them if possible. This can include:
   a. Offer to Meet with your mentees for social events.
   b. Inviting them to attend a gallery show with you (i.e. First Friday’s)

3. Talk with your mentee about things you struggled with your first year, and how you overcame those challenges.

4. Encourage your mentee to get help if they need it.
   a. Refer your mentees to the appropriate offices on campus if needed.

5. Engage your mentee in conversations about their majors and offer to answer questions for them (i.e. What do you want to do long term? What would you like to know about passing portfolio review? Etc.)

6. Assist your mentees in creating S.M.A.R.T as well as creating S.M.A.R.T. goals for yourself.

**Policies:**

1. Attend Monthly Meetings
2. Attend one event each semester on campus (See Next Page for instructions on campus events).
3. Meet with your mentees **at least twice per semester**.
4. Report any behavior that you feel might be a harm to the student or others to the SOA Peer Mentor Coordinator, Brittany Hunt-Woods
5. Being part of this program, you are considered a leader and a representative of the School of Art. Our expectation is that you will be a good example, and positive influence, to your mentees. This includes:
   a. Attending classes
   b. Maintaining 3.0 GPA or higher
   c. Maintain Full Time Status
6. **DO NOT** talk badly about an instructor to your mentees. You can talk with them about your positive experiences with instructors you recommend, but do not discourage them from taking classes with specific instructors. Encourage them to visit TN 101 to view ratings.
7. Dating **IS NOT** allowed between a mentor and mentee.
8. **DO NOT** engage mentees in activities that involve alcohol.
9. Commitment to this program is for one year. If you need to resign from this commitment, please talk with Brittany Hunt-Woods
Homesickness/Not "Fitting In"

New students can feel isolated in a new environment, especially if they do not identify with the majority culture on campus.

Being separated from family and an established support system can also be very challenging for students.

Academic Unpreparedness

Even if a student excelled academically in high school, college work can be a challenge. In high school, many times the mentality and focus is just about "passing," in college, students are taught to worry less about just "passing" and more about actually succeeding.

Oftentimes when a student is thrown into a new environment and given a heavier and more challenging workload, they can feel overwhelmed.

Personal or Family Struggles

You need to always remember that students have multiple identities. They may be a black female college student, for example, but they are more than that. That same black female college student might also have a mother with cancer, or she might be living with depression -- sometimes students drop out because of struggles outside of their college life.
**Why Do Students Drop Out?**

### Having Too Much "Fun"

When they come to college, most first-year students experience a level of freedom they've never had before. College culture tells them that they're supposed to "party" to fit in, but it is part of our jobs as mentors to show them that they can have fun, be safe, and still be successful academically and socially. The two are not mutually exclusive.

### Financial Struggles

Tuition costs continue to rise at institutions across the country, and many students find themselves struggling to pay their fees. Your mentees could be worried about financial issues, so familiarize yourself with financial aid and other resources across campus that could help support them.

### Lack of Mentors/Guidance

This is where you come in! You can help provide the personalized attention that students often receive more of in high school but not in college.

You could be the difference between your mentee feeling alone or like they have a place (MMP/MSL!) on campus where they belong. Be aware of that but have fun and enjoy this experience!
12 Strategies for Effective Mentoring

(Adapted)

1. **Positive Attitude:** Encourage the mentee to approach life and goals with enthusiasm and to be accepting of self and others.

2. **Valuing:** Encourage a person to examine beliefs and ideals in an effort to establish personal goals and values.

3. **Open-Mindedness:** Encourage a person to keep an open mind to ideas.

4. **Interrelations:** The interrelations between mentor and mentees should be situations of sharing, caring, and empathizing.

5. **Creative Problem Solving:** Encourage the mentee to use a creative problem-solving process.

6. **Effective Communications:** Encourage a person to be an attentive listener and an assertive questioner.

7. **Confidence:** Assist a person in developing self-confidence.

8. **Discovery:** Encourage the mentee to be an independent thinker.

9. **Strengths and Uniqueness:** Encourage a person to recognize individual strength and uniqueness and to build on them.

10. **Awareness:** Stress that an individual be aware of the environment, be intuitive, be problem-sensitive and be ready to make the most of opportunities.

11. **Risk-Taking:** Encourage a person to be a risk-taker and to be an active participant, not a spectator.

12. **Flexibility:** Share with a mentee the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, seeing situations/persons from different perspectives.
### Appendix A: Student Resource List

<table>
<thead>
<tr>
<th>Office of Multicultural Student Life</th>
<th>One Stop Express Student Services</th>
</tr>
</thead>
</table>
| 1800 Melrose Avenue  
865-974-6864  
multicultural.utk.edu | Hodges Library Ground Floor  
865-974-1111  
onestop.utk.edu |

<table>
<thead>
<tr>
<th>Student Success Center</th>
<th>OIT (Technology Support)</th>
</tr>
</thead>
</table>
| Greve Hall Room 324  
865-974-6641  
studentsuccess.utk.edu | Commons North, 2nd Floor Hodges  
865-974-9900  
oit.utk.edu |

<table>
<thead>
<tr>
<th>Student Health Center</th>
<th>Counseling Center</th>
</tr>
</thead>
</table>
| 1800 Volunteer Boulevard  
865-974-3135  
studenthealth.utk.edu | 1800 Volunteer Boulevard  
865-974-2196  
counselingcenter.utk.edu |

<table>
<thead>
<tr>
<th>John C. Hodges Library</th>
<th>The T (Parking &amp; Transit Services)</th>
</tr>
</thead>
</table>
| 1015 Volunteer Boulevard  
865-974-6600  
lib.utk.edu | 2121 Stephenson Drive  
865-974-6031  
ridethet.utk.edu |

<table>
<thead>
<tr>
<th>Center for Career Development</th>
<th>Disability Services</th>
</tr>
</thead>
</table>
| Student Union Level 2  
865-974-5435  
career.utk.edu | 2227 Dunford Hall  
865-974-6087  
ods.utk.edu |

<table>
<thead>
<tr>
<th>OUTreach LGBT Ally Resource Center</th>
<th>Center for Health Education &amp; Wellness</th>
</tr>
</thead>
</table>
| Melrose Hall F-103  
865-974-7803  
lgbt.utk.edu | 1800 Volunteer Boulevard, Suite 201  
865-974-5725  
seecenter.utk.edu |

<table>
<thead>
<tr>
<th>Center for Leadership and Service</th>
<th>Programs Abroad</th>
</tr>
</thead>
</table>
| 2238 Dunford Hall (second floor)  
865-974-5455  
leadershipandservice.utk.edu | 1620 Melrose Avenue  
865-974-3177  
studyabroad.utk.edu |

<table>
<thead>
<tr>
<th>Dean of Students Office</th>
<th>TREC's</th>
</tr>
</thead>
</table>
| 413 Student Services Building  
865-974-3179  
dos.utk.edu | 2111 Volunteer  
865-974-5165 (main office)  
recsports.utk.edu |

<table>
<thead>
<tr>
<th>Office of Undergraduate Research</th>
<th>International House</th>
</tr>
</thead>
</table>
| Blount Hall, 1534 White Avenue  
865-974-1475  
http://ugresearch.utk.edu/ | 1623 Melrose Avenue  
865-974-4453  
http://ihouse.utk.edu/programs/ |

<table>
<thead>
<tr>
<th>Center for Student Engagement</th>
<th>Orientation and Transition</th>
</tr>
</thead>
</table>
| 2227 Dunford Hall  
865-974-5455  
go.utk.edu | 412 Student Services Building  
865-974-2435  
newvols.utk.edu |
Appendix B: Student Resource List Breakdown

Office of Multicultural Student Life:
- **Mission:** Multicultural Student Life contributes to an inclusive learning environment by enhancing institutional efforts in retaining and graduating students prepared for a diverse global society. We promote the academic success, equality, and leadership development of students through programs and services that holistically address cultural, educational, and civic growth.
- **Services:** OMSL offers free tutoring services, a free book loan program for all students, and a multitude of cultural inclusion organizations. Throughout the year, OMSL hosts diversity-focused conferences such as Day of Dialogue and the Black Issues Conference. This office also promotes student engagement through Diversity Educators, Diversity Dialogues, Kernel Konvo Film Series, Mahogany Soul Café, and more. OMSL strives to meet the academic, social, and cultural needs of all of our students.

Student Success Center:
- **Mission:** Our mission is to ensure that all students have the opportunity to succeed by providing campus leadership and advocacy for student success at UT and identifying and implementing academic success programs that support progress toward graduation and enrich the undergraduate student experience.
- **Services:** Through academic support programs such as tutoring, supplemental instruction, academic coaching, and other educational enhancement programs, the staff promotes undergraduate student excellence and persistence to graduation. The Student Success Center is housed in one main location on campus, with additional tutoring offered in the Hodges Library Commons and Carrick Hall. Students seeking academic coaching and support may visit Greve Hall, 3rd floor. In addition to providing general Academic Coaching for all undergraduate students, the Greve Hall, Room 324, location is home to the following programs: Academic Appeals, Readmission Appeals, and Success Workshops, the UT LEAD Program, Tutoring, and Supplemental Instruction (SI).

Student Health Center:
- **Mission:** The Student Health Center provides non-emergent, outpatient medical care for all currently enrolled, eligible students who have paid the Student Health Fee portion of the Programs and Services Fee.
- **Services:** Acute Care Clinic, Allergy/Immunization Clinic, Gynecology, Mental Health Clinic, Labwork (blood drawn, etc.), Physical Therapy,
Radiology, Sports Medicine, Surgery Clinic, Women’s Health Clinic. The Health Center also has its own pharmacy.

**Counseling Center:**
- **Mission:** The Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. Our mission is to promote the psychological, educational, and social well-being of the student of the University of Tennessee and to help prepare them to be productive members of society.
- **Services:** Walk-in sessions; Crisis intervention; Group, individual, and couples counseling; and Feel Better Fast workshops. The Counseling Center is located on the second floor of the Student Health Center.

**John C. Hodges Library:**
- **Mission:** The John C. Hodges Library, the central library facility for the Knoxville campus, houses collections in all subject areas and in many formats – books, journals and periodicals, microfilm and fiche, audio, video, multimedia, and more.
- **Services:** The ground floor houses **Map Services**. The first and second floors contain **Special Collections, The Commons, The Studio, the research assistance (AskUsNow)** room, and a 150-seat auditorium. The book stacks and administrative offices occupy the third through sixth floors. The building features faculty studies, graduate student carrels, and study space for several thousand students.

**OIT (Office of Information Technology)**
- **Mission:** The Office of Information Technology (OIT) seeks to support the university's mission by providing customer driven IT services in a consistent and credible manner.
- **Services:** OIT assists students with questions regarding technology.

**Center for Career Development**
- **Mission:** We are your first stop for all things career-related. We provide career counseling, career exploration classes, interest and personality assessments and resources to help you choose a major and career. If you seek employment, we can help you identify part-time jobs, internships and full-time positions through our HIRE-A-VOL system. If you haven’t already, register with HIRE-A-VOL and gain access to job postings as well as updates about workshops, job fairs and employer visits.
- **Services:** Career counseling, helping to find the right major, job hunting, help with resumes/cover letters, mock interviews, help preparing for and picking the right graduate school/program, and more.
OUTreach LGBT Ally Resource Center
- **Mission:** The LGBT and Ally Resource Center works to provide a safe and welcoming environment for UT’s diverse lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally communities.
- **Services:** Mentoring program; providing speakers on LGBTQ issues/coming out/etc. for classes and organizations; student support groups; and more.

Center for Leadership and Service
- **Mission:** The mission of The Center for Leadership & Service is to educate and engage all students to lead and serve the global community.
- **Services:** Programs and classes include Ignite, The Emerging Leaders Class, the Leadership & Service Ambassadors, the LeaderShape Institute, the Leadership & Service Learning Community, the Leadership Knoxville Scholars program, the Clifton M. Jones Student Leadership Conference & MLK Day of Service, and a variety of additional opportunities held throughout the year. Service opportunities include monthly and weekly trips as well as Alternative Fall and Spring Break trips that impact the areas of hunger and homelessness, literacy, the environment, global issues, women’s issues, and healthcare just to name a few!

Dean of Students Office
- **Mission:** The mission of the Office of the Dean of Students is to engage and support students throughout their learning experience by providing co-curricular programs and services.
- **Services:** Big Orange Meal Share, Lunch Hours, Orange Plate Special, Rocky Top Roundtable, Smokey’s Sofa, Student Honorary Coaches, Vol Talks & Walks

Office of Undergraduate Research
- **Mission:** The University of Tennessee is classified by the Carnegie Commission as a research university with “very high research activity.” As a result, students have access to cutting-edge technologies and well-funded laboratories and outreach opportunities for undergraduate research students. Every year, more than 1,000 undergrads engage in research and creative achievement via summer internships, coursework, design studios, faculty projects, and independent studies.
- **Services:** This office helps students identify opportunities to participate in and conduct undergraduate research.

Disability Services
- **Mission:** The mission of ODS is to partner with the campus community in creating equitable access for eligible students while promoting disability-inclusive diversity.

- **Services:** ODS accomplishes this mission by coordinating reasonable accommodations for students with disabilities, such as: ADHD, Autism Spectrum Disorder, Blind / Low Vision, Chronic Health, Deaf / Hard of Hearing, Learning Disabilities, Mobility, Psychological / Mental Health, Traumatic or Acquired Brain Injury, and more.

### Programs Abroad Office

- **Mission:** Living and studying in a different country is an exciting, life-changing experience that will broaden your worldview and help you succeed in today's globalizing society. The University of Tennessee, Knoxville offers you many exciting options to explore the world, gain a broader perspective, and make friends around the globe.

- **Services:** Helping students to find ways to travel and study/serve abroad!

### International House

- **Mission:** As the University of Tennessee International House, we aspire to educate and engage all students in order to help them participate as members of a global society.

- **Services:** The I-House hosts numerous programs that both bring to light international issues as well as provide a space for international students and domestic students to interact. Some of these programs include the World Showcase, the International Dance Competition, the International Festival, The Friendship Program, and more.

### TRECS

- **Mission:** Rec Sports serves students, faculty, and staff of the university community by providing a wide variety of programs and well-maintained facilities for almost any sport or fitness oriented person.

- **Services:** RecSports has a number of programs including Fitness, Aquatics, Intramurals, Outdoor Recreation, Sport Clubs, and much more. RecSports allows for friendly competition, fitness training, and sport to all members of the University community.

### Center for Health, Education & Wellness

- **Mission:** The mission of the Center for Health Education & Wellness is to engage in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community.

- **Services:** The Center manages [974-HELP](http://974-help.utm.edu), the Distressed Student Protocol, Case Management, and the Threat Assessment Task Force. Additionally, the Center educates students about health and wellness
areas that impact student success. In order to better understand and define the needs of our student population, the Center administers an annual Health & Wellness survey and the CORE survey in order to quantify and document college students’ attitudes, perceptions, and opinions about alcohol and drugs. Based on data collected from these surveys and national research, the Center develops campaigns and programming to address personal safety, sexual assault, substance abuse, and health and wellness initiatives.

Center for Student Engagement

- **Mission**: The Center for Student Engagement fosters campus community through programs, resources, and involvement opportunities that advance student learning and prepares students for success in the global community.
- **Services**: CSE is home to all student organizations and offers programs and events throughout the year through the student activity fee. Here you will find VOLapalooza, VOL Night Long, the Student Engagement fair, and much more!

Orientation and Transition

- **Mission**: The Office of Orientation and Transition oversees all orientation and transition programs for new students and their families and collaborates with campus and community partners to provide mentoring opportunities for new students.
- **Services**: undergraduate orientation, Welcome Week, Founders Day, transfer student specific programming, and the advisement of Tau Sigma National Honor Society.

Smokey’s Pantry

- If you have a mentee that is struggling to get food or need professional clothes due to lack of Income/resources, you can send them to Smokey’s food pantry.
Appendix C: Mentor Monthly Reports

All mentors are expected to submit a report for their mentees twice a semester. You will have a chance to submit these during our final monthly mentor meetings of each semester.

Mentee 1 Name:

1. How many times have you met with this mentee in person?
   - None
   - 1-2 times
   - 3+

2. How many times have you communicated not in person with this mentee?
   - None
   - 1-2 times
   - 3-4 times
   - 5+

3. If you met with this mentee in person, what did you do?
   - Grab lunch/dinner
   - Attend an on-Campus Event together (please list)
   - Attend an MMP Event together (please list)
   - Attend an Off-campus Event together (please list)
   - Other ____________

4. What methods have you used to communicate with this mentee? (check all that apply)
   - Phone Call
   - Texting
   - Email
   - Social Media
   - Other _______________

5. What topics did you and this mentee discuss? Please give a brief description:

6. Are there any issues or concerns you have for this mentee? (Failing grades, homesickness, etc.); (Please let the program coordinator know if you have these concerns as soon as possible).

7. If you have reached out to your mentee but they have failed to respond, please let us know how you have tried to make contact with them and how frequently you have tried to make contact.

8. What aspect of your mentee relationship do you feel needs improvement and why? What can you do to improve your relationship with this mentee?

9. What did you take away from your experiences with your mentee? What do you think your mentee took away from your interactions with him/her?
Appendix D: Creating S.M.A.R.T. Goals

From the Office of Academic Multicultural Initiatives at the University of Michigan (2012), From Paul J. Meyer's "Attitude Is Everything."

What would you do if you knew you couldn’t fail? You can attain almost any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals, you build your self-image. You see yourself as worthy of these goals and develop the traits and personality that allow you to possess them.

<table>
<thead>
<tr>
<th>SMART Goals</th>
<th>General Goal</th>
<th>Better Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals should be <strong>specific</strong>.</td>
<td>I want to work with people.</td>
<td>I want to plan social and educational programs for children and adolescents.</td>
</tr>
<tr>
<td>Goals should be <strong>measurable</strong>. Have a yardstick for measuring outcomes.</td>
<td>I want to do well in my classes.</td>
<td>I want to earn a 3.00 GPA this year with no grade below B.</td>
</tr>
<tr>
<td>Goals should be <strong>attainable</strong>. Draft realistic goals that challenge you</td>
<td>I want to earn my law degree within one year of graduation.</td>
<td>I want to earn my law degree within 3 years of graduation.</td>
</tr>
<tr>
<td>Goals should be <strong>relevant</strong>. Make sure each goal is consistent with other goals you have established and fits with your immediate and long-range plans.</td>
<td>I wish to thoroughly review each career listed on the Career Center Website.</td>
<td>I will spend time in the Career Center researching careers associated with my Communication major.</td>
</tr>
<tr>
<td>Goals should be <strong>time bound</strong>. Give yourself time to achieve your goals.</td>
<td>I will graduate.</td>
<td>I will graduate in four years by taking 15 hours a semester</td>
</tr>
</tbody>
</table>

**Specific** - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

*Who: Who is involved?*
*What: What do I want to accomplish?*
*Where: Identify a location.*
*When: Establish a time frame.*
*Which: Identify requirements and constraints.*
*Why: Specific reasons, purpose or benefits of accomplishing the goal.

Be precise! Goals should be clearly articulated and written down.

**Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. To determine if your goal is measurable, ask questions such as......How much? How many? How will I know when it is accomplished?

**Attainable** - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. Base your goals on personal performance, then you can keep control over the achievement of your goals and draw satisfaction from your progress. You will develop the attitudes, abilities, skills, and financial capacity to reach them.

**Realistic and Relevant** - To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. Your goal is probably realistic if you truly believe that it can be accomplished. To be relevant, a goal should not contradict any other goals. A goal should be something they really want to achieve. Not just something that sounds good.

**Time Bound** - A goal must have a target date. If you desire to make a million dollars, but don't set the timeline for it, it won't be motivating. A deadline too far in the future is too easily put off. A goal that's set too close is not only unrealistic, it's discouraging.

When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by too many goals and helps to direct your attention to the most important ones.

Long Term Goals: long term goals are simply a description of what you want for yourself in the future -- say about 3 to 5 years out. The best way to define them is to give examples: graduate college, get a good job, find a life partner, etc...

A goal is not a plan, it's more like a wish list with (hopefully) a basis in reality.

Then set short term goals to reach that plan:
What can I do 6 months from now?
What can I do 6 weeks from now?
What can I do today?
Appendix E: Helping Students Combat Stress

Adapted from the Protégé Mentoring Program’s ’12-’13 Manual, Wake Forest University

HOW CAN YOU RECOGNIZE A STUDENT IS UNDER STRESS?
The following signs, depending on their severity, usually indicate that a student is under some degree of stress and may need help. A single sign in a pronounced state, or a cluster of signs appearing about the same time, would probably indicate the need for referral to the Counseling Center.

A. A Stated Need for Help. The need for help may be stated directly or indirectly, strongly or modestly. It is important not only to hear the student, but also to evaluate the content of his or her message to you.

B. Unusual Changes in Behavior.
   - Withdrawal from the student’s usual social interaction
   - Inability to sleep
   - Loss of appetite
   - Unexplained weeping
   - An acute increase in activity i.e., ceaseless talking, inability to relax
   - Noticeable absence from classes
   - Exaggerated irritability
   - Incoherent conversation
   - Undue anxiety i.e., excessive worrying or expressions of fear
   - Compulsive behaviors i.e., twitches, excessive or repetitive actions
   - Exam time “jitters”

C. Rapid Onset of Physical Illness.
   - Complaints about unusual bleeding
   - Chronic digestive problems and stomach problems
   - Impairment of vision
   - Severe and frequent headaches
   - Dizziness

D. Traumatic Changes in Personal Relationships.
   - Death or serious illness of a family member or close friends
   - Difficulties in family relationships
   - Dating and courtship difficulties

E. Drug or Alcohol Abuse.

F. References to suicide.

Through careful listening, it is possible to distinguish between a “theoretical” discussion of suicide and the personal anguish of not knowing if “life is worth the hassle.” Regardless of which is the case, a referral to the Counseling Center is appropriate. And, if the conversation includes the how, the when, and/or the where of the suicide, then it may be assumed that the suicidal threat is serious and IMMEDIATE referral is necessary.