

The Honors School Student Employee Manual

A Manual
for Student Employees Working in
The Honors School at
Monmouth University

2016-2017 edition

This manual is available to the Monmouth University Honors School community in printed form by request to the Honors School office, and in electronic form from the Honors School web site.

Anyone wishing to reprint any material from this manual, in whole or in part, must secure written permission in advance from the Honors School dean.

This manual supersedes previous editions. The programs and/or requirements set forth in this manual are subject to change without notice. Any modification in the programs and/or requirements shall be made at the discretion of the administrative officers of Monmouth University whenever such action is deemed necessary.



Honors School Student Employee Manual

Table of Contents

	Page
1. INTRODUCTION	1
2. ALL HONORS SCHOOL STUDENT EMPLOYEES	2
3. PEER MENTOR	6
4. PEER MENTOR COORDINATOR	20
5. OFFICE ASSISTANT	23
6. FAQs	26
APPENDIX 1: JOB DESCRIPTIONS	28
APPENDIX 2: FERPA TRAINING PROCESS	37

Introduction

The following manual is intended for current and prospective student employees of The Honors School at Monmouth University.

Current student employees should review Section 2 as well as the specific section(s) that pertains to their position, should complete the statement on the last page of the manual, and should return the completed statement to the direct supervisor or designee.

Prospective student employees may wish to review Sections 3 through 5 to understand the positions that may be available. The remainder of this manual includes

Section 2, All Honors School Student Employees, applies to *all student employees* working for the Honors School, regardless of their position. This section briefly outlines some *student employees'* responsibilities relative to the university's Student Employment Office and to the Honors School.

Section 3, Peer Mentor, applies to students working in the Peer Mentoring Program (hereafter "PMP") as *peer mentors*. This section outlines the role and responsibilities of *peer mentors*, and describes some best practices in working with peer mentees.

Section 4, Peer Mentor Coordinator, applies to students working in the PMP as *peer mentor coordinators*. This section outlines the role and responsibilities of *peer mentor coordinators*, and describes some best practices in working with *peer mentors and their mentees*.

Section 5, Office Assistant, applies to students working in the Honors School office as assistants. This section outlines the role and responsibilities of *office assistants*.

Section 6. FAQs/Troubleshooting, lists some *commonly asked questions* and answers that may be helpful.

The **Appendices** provide recent official job descriptions for the student employee positions mentioned above, and information about required FERPA training.

This manual is a work in progress and will benefit from your experience and insights. Written comments and suggestions are welcome.

All Honors School Student Employees

Regardless of his/her specific role in the Honors School, every student employee is first and foremost a student employee of Monmouth University and is subject to the policies and procedures of its Student Employment Office. All student employees, including all Honors School student employees, should be familiar with Monmouth University's [Student Employment Handbook](#), available online. A [summary of key points](#) is available online.

Some Student Employment Office and Honors School policies that most impact Honors School student employees are mentioned below, and further information and clarification are available from both offices and their web sites.

Student employees of the Honors School must attend all required training and meetings, must report all work hours, must engage in appropriate work, and must follow university policies.

If necessary, such employees may be reprimanded, suspended, or terminated, with or without cause.

Required Training and Meetings: All student employees must attend required training sessions and meetings held by the Student Employment Office as well as required group and individual meetings held by the student employees' direct supervisor or designee.

Honors School Student Employment training typically occurs in the semester *before* the student employee begins work.

Required training for all Honors School student employees includes

- **Ultipro.** This is the university's student employee time management software, by which. In an on-campus meeting before employment begins, student employees must learn basic skills like how to access the system, how to indicate the beginning and end of work shifts, how to use the Notes function, how to submit their electronic time cards, and what to do in the case of a missed punch or shift. The time spent on Ultipro training counts as work hours.
- **Emergency Response training.** When a student employee is working, we hope no emergency ever happens, but it is always possible. In the case of an emergency, student employees are expected to be able to react as effectively as they can. To assist student employees, attendance at an emergency response training workshop is required. These brief workshops are presently given in person on campus. The time spent on emergency response training counts as work hours.

- **FERPA.** This is the acronym for the federal legislation governing release of student information, the Family Educational Rights and Privacy Act. Honors school student employees must complete FERPA training. FERPA training is available online. Unless otherwise indicated by the supervisor, the time spent on FERPA training does *not* count as work hours. For more information, see Appendix 2 below.

Additionally, for peer mentors and peer mentor coordinators, PMP group meetings are typically held in the spring semester prior to employment, on the Friday of Labor Day weekend, and at least once each semester. PMP individual meetings typically occur at least once per year, at the director's request.

Office Assistant training typically occurs in the Honors School office with the direct supervisor and includes some initial orientation as well as follow-up discussions as needed.

Reporting Work Hours: All Honors School student employees must report their work hours by using the Ultipro work stations located around campus. Student employees will be trained in the use of Ultipro by the Student Employment Office. A complete report of a work shift includes

- punching in,
- using the Notes function to describe the work activity during the shift, and
- punching out.

The work shift includes the amount of time it takes the student employee to walk to an Ultipro station and punch out.

In the case of missing a punch, use Ultipro's Notes function to describe the missing information, or e-mail that information to the direct supervisor.

Appropriate Work: During a work shift, student employees are subject to state, federal, university, and school policies. Many students are limited in the number of hours they may work per week. Moreover, *all student work must be done on campus*. Off-campus activities may be appropriate, but time spent off campus cannot be paid, though reimbursement for an off-campus expense may be available.

During work shifts, *student workers must engage in work-related, face-to-face activity*.

- "work-related" means that the activity must clearly benefit at least one of the following:
 - a PMP mentee,
 - another Honors School employee,
 - the PMP, the Honors School, and/or any administrative unit of which the Honors School is a part.

Activities that merely benefit the student employee in a non-work-related way, such as a student or a person, *cannot* be reported as work hours.

Doing so exposes the student, the Honors School, and/or the University to possible fraud liability.

- For peer mentors and peer mentor coordinators, “face-to-face” means that the work activity must occur during in-person interaction. Electronic contact (such as via cell, text message, Skype, or social media) may be used to arrange a face-to-face meeting but may not be reported as part of the work shift.

University policies: During a work shift, as appropriate, all Honors School student employees must follow pertinent university policies. A short list of examples of them includes but is not limited to the following:

- ADA, the federal Americans with Disabilities Act, which is applicable in that a student employee should know to direct a student who discloses special needs to the Department of Disability Services for Students (DDS);
- Clery Act, a federal requirement, which is applicable in that a student employee must report any knowledge of a criminal activity having occurred to his/her supervisor and/or the University Police ASAP;
- Conflict of Interest, a University policy, which is applicable in that a mentor and his/her assigned mentee should not engage in a consensual amorous relationship.

As part of the Student Employment training, the Student Employment Office will provide information about these and other pertinent university policies.

Finally, if a student worker ever has a question or concern about his/her role as a student employee, he/she should direct the question or concern to his/her direct supervisor (the PMP director), or to the Student Employment Office, located on the first floor of Bey Hall.

Reprimand, Suspension, Termination: Working in the Honors School is not a right but a privilege that must be earned continuously. An Honors School student employee may be removed from a position at any time without cause or due to the Honors School’s needs, or may be reprimanded, suspended, or terminated for cause, including any one of the following conditions:

- withdrawal from the Honors School or from Monmouth University
- violation of Student Employment Office policy or procedure
- academic or disciplinary status inconsistent with the Student Code of Conduct or with Honors School standards
- conduct unbecoming of a student representative of the Honors School
- negligence in or dereliction of assigned duty: failure to perform tasks as assigned or at all
- knowledge of and failure to report a violation of one of the above conditions by another Honors School student employee

A student employee who believes him/herself at risk of any of these conditions or who is concerned about possible reprimand, suspension, or termination of him/herself or another student employee should speak as soon as possible with the direct supervisor.

If the direct supervisor finds that a condition is *not* egregious or flagrant *and* has occurred only *once*, the direct supervisor shall provide a *reprimand*.

If the direct supervisor finds that a condition is *not* egregious or flagrant *and* has occurred *twice*, the direct supervisor shall *suspend* the student employee from further work until the employee has addressed the condition to the direct supervisor's satisfaction.

If the direct supervisor finds that the condition *is* egregious or flagrant *or* if the condition has occurred *more than twice*, the direct supervisor shall *terminate* the student's employment with the Honors School. Such students may apply for other positions outside the Honors School through the Student Employment Office.

Peer Mentor

Why? Motivations

Regardless of whether a student hopes to apply for a peer mentor position or is already in one, some reflection on possible motivations for this form of service may be helpful to consider. Honors School students apply to be peer mentors for many reasons. Most applicants see the value of mentoring relative to Honors education: that gifted and talented students are the ones best qualified and motivated to assist others like themselves. Many applicants are very intelligent and talented students who see their academic knowledge and skills not in abstract isolation, but as occurring within a social context in which one's talents should be used for the greater good. Some applicants have had positive experiences being mentored themselves and want to do the same for other students. Some applicants want to challenge themselves: they may believe that they know what it takes to be a successful college student, but feel that they *really* know it if they can explain it to someone else. For some other applicants, service as a mentor is related to personal spiritual or religious beliefs. Most applicants acknowledge that there are resume-building and monetary benefits to mentoring but are not primarily motivated by them. There may be other reasons as well.

Some Honors School students do not apply to be peer mentors, often for very good reasons. Often this is because they are qualified and motivated but very busy, often in trying to complete graduation requirements or to transition into post-graduation life. Some do not apply because they have substantial work or family obligations off campus. Others lack a requisite qualification or one or more of the motivations above.

Who? Qualifications and Preferences

Honors School peer mentors *must*

- meet all student employment qualifications of Monmouth University's Student Employment Office, which typically includes eligibility for Federal Work Study
- be in good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University, and
- must declare their intention to apply by submitting a resume and scheduling an interview by the stated deadline.

Honors School peer mentors *should*

- maintain generally excellent performance in their academic major(s), concentration, and/or minor(s)

- have the desire and interpersonal skills to help others
- be self-motivated and proactive, ask questions when they are not sure, and be willing to collaborate with other mentors
- have “campus literacy,” a working knowledge of some of the resources and opportunities provided by the Honors School and Monmouth University
- be compassionate towards and observant of their mentees, think critically, listen non-judgmentally, and advise effectively
- be collegial towards fellow mentors and everyone involved with the PMP
- function as role models to their mentees and to the Monmouth University community.

It is worth noting that the word “mentor” comes to contemporary American English from an ancient Greek literary character’s name. A character named Mentor appears in the ancient Greek epic *The Odyssey*. In that epic, at times, Mentor is a real human being, a wise old man; at other times, though, Mentor is merely a disguise for the ancient Greek goddess of wisdom, Athena.

Disguised as Mentor early in the epic, Athena advises Odysseus’ young son Telemachus to go forth and find out the truth about his father. Disguised as Mentor late in the epic, Athena calms some disgruntled families and restores Odysseus’s kingdom to peace.

In the classical sense, then, a “mentor” is an embodiment of Wisdom itself, and wisdom in the sense that those with greater experience should help those with less experience to seek truth and find peace. As an Honors School peer *mentor*, then, you are participating in a tradition as old as Western Civilization.

What? Actions

A peer mentor is typically assigned two or three mentees and is expected to spend one to three face-to-face contact hours per week per mentee. While at least thirteen contact hours per mentee per semester is expected, more than that is helpful and desirable. During the summer, periodic electronic contact (e-mail, phone/text, social media, Skype) is also expected and helps the incoming student to transition into Monmouth University more smoothly.

While spending one hour with more than one mentee may be efficient and effective, *contact* hours (such as one hour with each of two mentees resulting in one hour of contact with each of them) are not the same as *work* hours (one hour of work meeting with both mentees). While contact hours are required, only work hours may be paid. For example, a mentor who plays basketball for two hours with two of his/her mentees would have two contact hours with each of two mentees (for a total of four contact hours total), but would have had a total of two work hours.

In general, peer mentors

- interact with assigned peer mentees in order to facilitate their *academic, extracurricular, residential, and social* transitions into the Honors School and Monmouth University.

- perform other PMP-related tasks, including attending PMP meetings, assisting at PMP events, and representing the PMP to prospective students and their families.
- perform other duties as assigned, including duties pertaining to the Honors School or the administrative units of which it is a part.
- *Academic*: mentors assist mentees academically through
 - academic *help*, which focuses on coursework: studying together, answering questions about disciplinary methods and materials, referring mentees to academic support services and
 - academic *counseling*, which focuses on academic requirements: helping a mentee to choose a major/concentration/minor, answering a question about Gen Ed, giving suggestions about planning the next year's academic schedule.

Mentors and mentees may share the same major, concentration, or minor, in which case mentors can provide valuable insight into and advice pertaining to their mentees' academic schedule planning (which courses and professors to take); course registration; assistance with learning the field's terminology, methods, and materials; direction towards appropriate academic offices and resources, and so on. In some cases, mentors and mentees have taken the same class and assisted each other in studying. A mentor's peer academic *counseling* is no substitute for the mentee's assigned academic *advising*, but such peer academic counseling can often shed light on topics academic advising cannot discuss.

- *Extracurricular*: mentors assist mentees in co-/extracurricular involvement through
 - encouraging mentee participation in all *Honors-School*-sponsored events on and off campus
 - facilitating mentee *academic* networking and development through mentee membership in student clubs and organizations related to the student's academic major/concentration/minor
 - helping mentees to explore their *personal* interests through mentee membership in student clubs, organizations, and activities that are not related directly to their academic lives.

Peer mentors generally assist with academic networking, and peer mentor coordinators generally assist with personal networking, but sometimes the opposite is also true. Peer mentors and peer mentor coordinators both assist with encouraging mentees to be involved with the Honors School.

- *Residential*: mentors assist mentees in participating in the Honors living-learning community in Beechwood Hall
 - for *residential* mentees, maintaining appropriate behavior in the residence hall setting, including encouragement of neighborliness, good study habits, and healthy life choices

- for *commuter* mentees, knowing about and using their Honors student privileges in Beechwood Hall, maintaining connections to the university's academic and extracurricular activities, and finding an appropriate home study environment
- for all mentees, using the resources in Beechwood Hall to improve themselves and to assist others in the same building

Residential mentees sometimes experience challenges such as homesickness, adjustment to life on their own, adapting to living in a suite, finding supplies, and adapting to institutional food. Many residential mentees reside in Beechwood Hall, but some do not, though a mentor of a non-Beechwood resident mentee may remind the mentee that he/she may also use the resources in Beechwood. Asking a mentee about life in the residence hall may provide the mentor with opportunities to advise the student or to refer the student to Residential Life staff who can assist.

Commuter mentees sometimes experience challenges like integration into campus life, living as independent adults while residing with parents or adapting to living with roommates, commuting, parking, and dealing with landlords. Mentors of commuter mentees should make extra efforts to engage them in activities on campus, but may also consider meeting at some off-campus location. Mentors may remind commuter mentees that there is designated Honors commuter parking near Beechwood Hall and that they also may use the facilities in that building. Asking a mentee about life off-campus may provide the mentor with opportunities to advise the student or to refer the student to appropriate university offices that can assist.

- *Social*: mentors assist mentees in interacting with
 - their peers in the Honors School,
 - their fellow students at Monmouth University, and
 - citizens of nearby communities

Mentees have a variety of relationships with significant others, suite-/roommates, parents, siblings, other family friends, classmates and fellow students, and acquaintances. There is no one rule for discussing these relationships, which may change significantly during a mentee's first year: at three different points in a semester, a mention of a mother might cause homesickness, joy, and frustration. In general, then, mentors who are unfamiliar with their mentees might avoid raising these relationships in conversation, but listening sympathetically to mentees if they want to talk or vent.

Many mentees come to view their mentors as friends. This is a wonderful thing: in fact, such friendships are often reported by mentors and mentees alike as the best aspect of the PMP. However, some close interpersonal relationships, including those of an amorous nature, may exceed the recognized boundary of mentor and mentee and may constitute a conflict of interest. A conflict of interest is not necessarily only an actual conflict; a conflict of interest includes the appearance of an actual conflict or the possibility that an actual conflict could occur. Such conflicts should be avoided before they even happen. ***When in doubt, the mentor should speak with the PMP director or with the Student Employment Office to address the issue ASAP.***

Mentees may also ask mentors about other issues. Two frequent mentee concerns are mentioned below.

1. Monmouth University is very much like a small city, and new mentees are sometimes ignorant of or uncertain about which university policy, procedure, office, personnel, or resource is the appropriate one. A rationale for the existence of peer mentors is that they have experienced and know about *university bureaucracy*. Sometimes a mentor will know the answer to a mentee's question, and sometimes the answer can be found with minimal online research on the MU web site, especially via the [Guide to Your First Year at Monmouth](#) page. If neither approach works, contact the Honors School office.

2. Mentees sometimes need assistance with adapting to *campus technology*, like connecting to Wi-Fi, using their new MU student e-mail account, or maintaining their personal devices. Beyond assisting a mentee as much as possible, a mentor may always refer the mentee to the [new student Campus Technology](#) page, or to the Helpdesk—helpdesk@monmouth.edu, (732) 923-4357 (HELP)—located on the second floor of Edison Hall.

When? Timetable

In general, the PMP follows an annual schedule.

March: Applications for peer mentor positions for the following academic year are due. The application process includes submission of a resume as well as an interview with the PMP director or his/her designee.

April: Hiring decisions are announced, and the Student Employment Office/PMP holds its required training.

May-August: Mentor-mentee pairings are created and provided to mentors, who contact mentees by phone or electronically in order to begin to build a rapport with them.

Labor Day Weekend: Friday is resident mentor high-priority move-in day, and in the late afternoon there is a required general mentor meeting to go over the next day's retreat. Saturday morning is resident mentee priority move-in, with which mentors are expected to assist. On Saturday afternoon through Sunday morning, there is a PMP retreat in which mentors play a central role.

September-December: Peer mentors assist mentees with transitioning into the university, often by encouraging their involvement in student clubs/organizations, by answering their questions about university resources, and by advising them on how to get through their first midterms and finals.

October-February: Based on demonstrated performance on Fall midterm and semester grades, additional mentees join the PMP. As a result, current mentors may be

assigned additional mentees and/or peer mentor coordinator positions may be converted to peer mentor positions.

January-May: Peer mentors continue to assist mentees with transitioning into the university, often by assisting them with planning their schedules for the next academic year and by helping them to develop resumes and apply as peer mentors for the following academic year.

Mentoring activities therefore generally occur year-round, especially during semesters, when mutually arranged face-to-face interactions may occur throughout the week and around the clock.

Where? Locations

Officially, mentoring occurs *on campus* and in a variety of locations, including academic buildings, athletic facilities, dining venues, public spaces outdoors, student club/organization offices, and residence halls.

In practice, this face-to-face interaction has occurred successfully in many different settings on campus. In general, the mentor should try a variety of settings in order to determine which one or ones work best for the mentee.

a. Brief casual interaction. This might involve talking during a break, seeing a mentee in passing, or stopping by a mentee's residence hall. Typically, the purpose is to check in on the mentee to make sure all is going well with him/her. If the mentee has questions or concerns, brief casual interaction can be a starting point for further interaction that addresses the mentee's needs.

b. Having a snack or meal together. Many mentors and mentees meet on campus for a snack or meal. Advantages of "eating while meeting" include that the meeting can last somewhat longer, can transition from casual conversation to productive identifying and addressing of mentee needs, and can occur in any of several locations on campus.

c. Attending events sponsored by the Honors School. It is expected that Honors School peer mentors will strongly support all events sponsored by the Honors School. These are promoted via e-mail, flyers, and social media, and are often posted in the Honors School office and in Beechwood Hall. A short list of these Honors School events includes

- *Guest speakers.* The purpose of these events is to expose mentees to learning and intellectual life beyond coursework. Guest speakers may be fellow students or university or off-campus experts in topics of current or general interest. Mentors are encouraged to identify potential speakers and suggest them to the PMP director or Honors School office.
- *Social events.* The Honors School and the Honors School Association typically sponsor social gatherings near the beginnings and ends of semesters, such as a

Fall Barbecue in front of the library, a Fall hot cocoa service in Beechwood Hall, a Spring Welcome Back gathering in the MAC, and a Spring pizza party outdoors near Beechwood. In conjunction with its Spring research conference, the Honors School sponsors a reception to recognize graduating seniors and thesis award winners.

- *Cultural Engagement.* The Honors School sponsors cultural events on campus and sponsors trips to off-campus locations of cultural or intellectual significance. Recent trips have been to the Constitution Center and Art Museum in Philadelphia, the Two River Theater in Red Bank, and the Morgan Library and Museum in Manhattan.
- *Scholarly events.*
 - On campus, the Honors School sponsors a *Research Conference* at the end of each semester, featuring the scholarly work of Honors students completing the thesis requirement. Mentors and mentees are advised to attend in order to understand how to present. The Honors School also sponsors on-campus academic activities that students may attend, like the *Undergraduate Research Colloquium*.
 - Off campus, the Honors School encourages students to submit proposals for paper, poster, or roundtable discussion for two Honors conferences each year: the *National Collegiate Honors Council* conference (NCHC, with proposals due in the spring for the conference held in the fall) and the *Northeast Regional Honors Council* conference (NRHC, with proposals due in the fall for the conference held in the spring). Mentors and mentees can propose presentations based on their thesis or coursework or on any aspect of the Honors experience at Monmouth University. Typically proposals must be submitted and reviewed a few months in advance of the conference, first by the Honors School dean, and then by the conference organizers. Students whose proposals are accepted by the conference receive generous financial support for transportation, lodging, meals, and conference registration fee.
- *Honors School Association meetings and events.* The Honors School Association (HSA) is the student organization for all Honors School students. Membership is open to all Honors School students. HSA's Executive Board and committees meet regularly to get Honors student input on how best to improve the Honors School and its students. With the support of the Honors School, it sponsors events.

d. Attending events sponsored by other academic schools, academic departments, and the university. It is preferred that Honors School peer mentors support events sponsored by the school(s) and department(s) in which they are majors. Activities similar to those just mentioned are also sponsored by academic schools and academic departments, and by the university as a whole, including creative performances, sporting events, and charity events. While these events are generally publicized to all students, in some cases, the PMP director may suggest to specific mentors that they bring their mentees to specific events based on their shared academic major or minor.

e. Membership in and attending events sponsored by student clubs and organizations. It is expected that Honors School peer mentors will help their mentees to join at least one student club or organization. Co-curricular (complementing a specific major/concentration/minor) and extracurricular (outside/across academic fields) activities are an important way that learning occurs beyond the classroom. Both kinds of activities are important. Mentors are often already members of a student club or organization, and may encourage their mentees to join. Mentors and mentees already members of the same club or organization can participate together in events that that club or organization sponsors. Club/organization membership and attendance at events provide an additional means of mentor-mentee interaction that enables academic and personal networking and development.

f. Activities arranged by mentors and mentees. Some mentors arrange or organize their own activity. Some mentors report successful interaction with mentees through studying together or exercising together. These activities can work well on a one-on-one basis or on a small-group basis, with multiple mentors and their mentees collaborating.

Unofficially, some of the above mentoring may also occur off campus, though such activities cannot be counted officially as work hours. For example, a mentor may take his/her mentees off campus to shop or to eat, a commuter mentor and mentee may carpool together, and mentors and mentees may attend the same off-campus event.

How? Some Mentoring Best Practices

A peer mentor should imagine, in as much detail as possible, *the ideal mentoring situation*: a proactive mentee, under optimal circumstances, who asks a clear question, and to whom you give the perfect answer or advice.

Imagine all of this—and then realize that *it is unlikely to happen*.

The typical mentoring situation is usually *not* ideal. And, ironically, when a mentor tries to make a mentee fit an ideal, that's usually counterproductive because it may drive the mentee away and make him/her increasingly resistant to efforts to assist him or her.

So, *how* can one mentor effectively?

The answer lies in what the ancient Greek sophists called *kairos*, "fitness for the occasion." An effective mentor must be not frozen or fixed in his/her expectations of the mentoring situation but rather to be flexible and adaptable. An effective mentor will

1. **know** already some possible ways to assist a mentee,
2. **contact** a mentee via a medium that he/she finds comfortable,
3. **interact** with the mentee in a setting that he/she finds comfortable,
4. **observe** and listen to his/her mentee to determine his/her need(s),
5. **think** critically to match the mentee's need(s) with a possible way of assisting,

6. **act** to assist the mentee, and

7. **confirm** that the mentee has been helped and does not need additional help.

Consistent with flexibility and adaptability is that not all mentoring situations require all of these steps, but many mentoring situations require several of them.

•

1. **Know** some possible ways to assist a mentee

There are many ways that a mentor can imagine assisting a mentee. In general, these may be grouped in terms of general types of *mentees*, general types of *circumstances* in which mentors and mentees may interact, and general types of *help*. In most mentoring settings, some aspect of all three of these comes into play.

a. *Types of mentees*. Sorry, but for the same reason that there is no ideal mentoring situation, mentees cannot be classified into definite types. However, like many first-year college students, mentees tend to fall along a continuum, the extreme end points of which may be defined:

- On one *extreme*, some mentees *actually do know, or claim to know, or want others to believe that they already know* everything there is to know about the Honors School and Monmouth University. Such mentees may be resistant to mentoring. Determining the mentee's extent of knowledge may be useful. If a mentee is knowledgeable, he/she might benefit from using that knowledge to assist a fellow mentee.
- On the other *extreme*, some mentees have never lived away from home as independent adults before, and may need assistance with all areas of Monmouth University and the Honors School and even with some areas of adult life. For some mentees, the life change they are experiencing can be to them disorienting and even overwhelming. Gently building the mentee's confidence may be useful. While a mentor may provide answers, it is sometimes most prudent to refer the mentee to a university office or to the PMP director, where he/she can get additional help.
- *Most mentees fall somewhere between these two extremes*. Even mentees who seem to fall into an extreme do not do so consistently on all aspects of student life.

b. One may also think of ways of assisting mentees in terms of *the circumstances in which mentors and mentees may interact*. While [the "Where?" section above](#) may be helpful,

- sometimes mentors prefer *individual meetings with a mentee*, perhaps a brief hallway conversation between classes, stopping by a resident mentee's suite to say hello, studying together, or having a private conversation.

- Sometimes mentors prefer to *meet with both/all of their mentees at the same time*, such as a having a meal together or attending a student club/organization meeting or campus event together.
- Sometimes a mentors and mentee *collaborate with one or more other mentors and mentees in a small-group activity*. For example, some mentors and mentees may run or play a sport together, or work together on a charitable event
- Finally, sometimes there are opportunities to *meet together in a large-scale event attended by many mentors and mentees*, such as during the Fall retreat and during activities sponsored by the Honors School and by its student organization, The Honors School Association.

c. *Types of help*. As stated [above in the “What?” section](#), mentees can be assisted

- academically
- extracurricularly
- residentially
- socially

Each of these types can be further subdivided, also as described above. Often a mentor’s ability to assist a mentee depends on the mentor’s own familiarity with relevant campus resources.

Peer mentors can find out more about possible ways of interacting with a mentee from several sources, including the mentor’s own past experience, other mentors, the PMP director, the Honors School staff, and the Web.

•

2. Contact a mentee via a medium that he/she finds comfortable

The goal of a peer mentor’s contact with a mentee via a medium is to have face-to-face interaction. Contact is not an end in itself, but only a means for facilitating the face-to-face interaction that is the basis for an effective mentor-mentee relationship.

Mentors and mentees may contact each other via a variety of media, including phone call, voice mail, text message, e-mail, residential hall note board, social media, and in person before or after class. Like most people, mentees may prefer one medium over others, and sometimes mentors must try to figure which one.

If contact does not occur via one of the following communication media, try a different one and/or follow up with the PMP director.

a. *Phone/message*. A phone call or text message to a mentee’s phone is often the best way to initiate contact. However, some mentees screen their calls, especially if the mentor’s phone number is unfamiliar. Whether or not a mentor speaks directly to the mentee, leaves a voice message, or sends a text message, the mentor should be sure to identify

- who you are (your name),
- what your role is (peer mentor),
- which organization you represent (the Honors School at Monmouth University)
- why you are calling, and
- what the best way is for the mentee to reach you (medium and contact information, the latter repeated if possible)

If a mentor cannot reach a mentee via phone, contact the PMP director.

Sometimes a phone number may be out of service or incorrect, or sometimes there is an alternate number.

b. E-mail. E-mails are not as effective a means of outreach as one might think. Many entering or new students may not yet use, or even know how to use, their MU student e-mail accounts. Many entering or new students may prefer to receive e-mail at a non-MU address that may not be known. Repeated e-mails from a mentor, though they may be well-intentioned, may be viewed by mentees as spam. Also, input errors can occur because MU student e-mail addresses consist of a series of seemingly random numbers, easily transposed.

If a mentor cannot reach a mentee by MU student e-mail, first verify his/her e-mail address by typing his/her name into the [Monmouth University Student Directory](#), last name first. The e-mail address listed may differ from the usual student-ID-based address because it is a "name alias" (format Firstname.Initial.Lastname@monmouth.edu) that goes to the same student e-mail account. Try e-mailing your mentee via his/her name alias. This will eliminate the possibility of a student ID number error. (A suggestion for you: because your name alias looks more professional than a bunch of numbers, use your name alias, and not your student ID alias, in formal settings such as job or graduate school applications. Try it!)

In some circumstances, the PMP director may be able to provide a non-MU e-mail address.

c. for residential students, leave a message at his/her residence hall. If a mentor knows a mentee's residence hall address, the mentor may leave written messages there. Often suites have a message board for this purpose.

If a mentor does not know a mentee's residence hall address, contact the PMP director. Typically, a student's residence hall and suite location are available.

d. social media. Many students maintain a presence on one or more social media Web sites. While one cannot entirely eliminate the potential for mistaken identity, sometimes a student's social media presence provides information that can help a mentor to verify a mentee's identity as a Monmouth University Honors School student. Some mentees have found that contact via social media has enabled further contact and online networking.

e. course schedule. If a mentor is able to know a mentee's course schedule and if the mentor's own course schedule permits, sometimes a mentor may contact a mentee outside a classroom after a class meeting.

To contact a mentee this way, please contact the PMP director, who may be able to provide limited information about a mentee's class schedule.

f. ask around. A mentor might not know how to reach a mentee, but it is possible that another mentor or a mentee might. So, ask around. Mentors are usually glad to help each other, and such contact between mentors can lead to collaborative mentoring involving interaction with multiple mentors and mentees.

•

3. Interact with the mentee in a setting that he/she finds comfortable

Sometimes a mentee will prefer not to disclose a question or concern via a communication medium but will disclose it in person. Effective mentoring can occur in several kinds of settings, as mentioned [above in the "Where?" section](#). In the PMP, mentors have successfully mentored via

- *brief frequent* in-person contact with a mentee *between other obligations*. For example, a mentor and mentee may have breaks from labs at the same times several days, or may attend class or live in the same building. In this case, the weekly contact hour may be split into multiple increments of five to fifteen minutes each.
- *longer* in-person contact with a mentee *for an hour or more*. For example, some mentors and mentees may study together or may attend an event together. In this case, the weekly contact hour is not split up but occurs all at once.
- *lengthy* in-person contact with multiple mentees *for more than one hour*. For example, some mentors and mentees may play basketball together or have a jam session. In this case, multiple hours of contact one week may enable there to be less contact the following week.

•

4. Observe and listen to his/her mentee to determine his/her need(s)

In speaking with a mentee, be an active observer and listener and try to determine *what the mentee means*. This means considering *what* the mentee says and *how* the mentee says it, and trying to *verify* the meaning.

a. *What* the mentee says. Mentors must be able to comprehend and also to interpret what a mentee says in order to determine what he/she means. Comprehension is literal: the mentee means exactly what he/she is saying. Interpretation is figurative: the mentee is not sure or is implying something else. For example, sometimes the phrase

“You’re having a good hair day” means that the person is indeed having a good hair day and being complimented (comprehension), and sometimes that same phrase can be ironic and means that the person is having a bad hair day and is being insulted (interpretation). The two considerations that follow can help a mentor to comprehend or interpret.

b. *How* the mentee says it. Many non-verbal forms of communication, often collectively called “body language,” can influence a mentor’s perception of what the mentee means, including arm and hand positions and movements, observable emotional state, posture, and voice volume and tone.

Perhaps the best known of these are eye contact and personal space, which to the same person may mean different things with different people at different times: prolonged eye contact might be a sign of attentiveness in one setting and aggression in another. Body language is definitely not universal but may actually be culturally specific to the person using or seeing it. To give just a few examples, in various cultures in Asia, facial expressions of emotion, eye contact, shaking hands, or sitting with the bottom of one’s shoe facing someone may be considered disrespectful or rude. In many areas of the world, finger gestures like OK, pointing, and beckoning are insults. In some areas of southeastern Europe, nodding one’s head signifies not “yes” but “no.” An international mentor or a mentor of an international mentee might therefore consider possible cultural differences in body language.

c. *Verifying*. A mentor may indicate his/her understanding of what the mentee means in several ways, including *echoing*: directly repeating or paraphrasing the meaning back to the mentee in the form of a statement or a question. Questions are generally more effective.

•

5. **Think** critically to match the mentee’s need(s) with a possible way of assisting.

In practice, this means using Steps #2 and #3 to see a relationship between Steps #4 and #1.

•

6. **Act** to assist the mentee

A mentor may assist a mentee *directly* or *indirectly*, based on Samuel Johnson’s description of knowledge: “Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it.”

a. *Direct* assistance means that whatever it is that the mentee is unsure about, the mentor knows the answer or can provide an informed opinion.

b. *Indirect* assistance means that the mentor does *not* know the answer or *cannot* provide an informed opinion, but can help the student to find the answer, by referring the

student to a university office or employee for assistance. Often such indirect assistance is more beneficial because it helps the mentee to become more aware of campus resources and therefore to become an informed campus citizen.

When in doubt, the mentor should direct the mentee to the PMP director and/or Honors School office.

•

7. finally, **Confirm that the mentee has been helped and does not need additional help.**

Because many mentees are unfamiliar with Monmouth University at first, they may have difficulties defining the problem they are experiencing or describing it in a way on which a mentor may act.

After acting to assist the mentee, mentors should confirm or *follow-up*. Often asking the mentee a question pertaining to the help is a good way to confirm that the help has actually occurred and was sufficient.

a. In the case of a mentor offering *direct* assistance, following up may occur immediately, in the form of the mentor asking if the mentee is clear on what the mentor just said or if the mentee needs anything else.

b. In the case of a mentor offering *indirect* assistance, following up may occur at some later point, after the mentee has had time to act on the mentor's referral, in the form of asking whether the mentee has had a chance to visit the office/employee or if the office/employee has helped the mentee yet.

Peer Mentor Coordinator

Why? Motivations

Peer mentor coordinators may have their own motivations for serving in that role, but there are also programmatic motivations.

Peer mentor coordinators' own motivations include an interest in interdisciplinarity, working across academic fields, sometimes because the coordinator has multiple academic majors/minors or because the coordinator is undecided on a major. Peer mentor coordinators are also interested in that position because they believe in the importance of students networking with each other in support of social causes that are larger than one academic department.

There are also programmatic motivations for students serving as peer mentor coordinators. Sometimes an applicant for a peer mentor position is very well qualified as a peer mentor but enrolled in a major in which few new mentees are expected to enter in the fall. Sometimes an applicant shows considerable promise as a new peer mentor, but the applicant pool includes a more experienced former peer mentor in the same major. Also, sometimes mentees join the PMP after the start of the Fall semester, such as after midterm or semester grade reports, at which point a new but experienced peer mentor may be needed to assist new mentees, often at short notice. In such cases, a peer mentor coordinator may be appointed.

Who? Qualifications and Preferences

A peer mentor coordinator should seek to facilitate *the networking of mentors and mentees based on their shared personal interests*, regardless of mentor/mentee pairings that may be based on academic field. To do this, *in addition to the qualifications and preferences related to being a peer mentor*, peer mentor coordinators should already have or should have a demonstrated interest in developing

- the willingness to work with mentors and mentees, regardless of academic field
- the ability to handle and use discreetly information from the PMP director, Honors School office, and Student Activities office
- knowledge of interdisciplinary university offices and resources,
- an interest in knowing about the many extracurricular events and opportunities the university community sponsors, and
- the ability to adapt at short notice to serving as a peer mentor.

What? Actions

A peer mentor coordinator's role differs from that of a peer mentor, but the two roles collaborate to create programmatic consistency and cohesion. Here are a few of the differences.

A *peer mentor* is paired with peer mentees on the basis of a shared *academic field* that is housed in an academic department, with the goal of initiating *academic networking*. Any interaction with other mentor-mentee pairings is at the discretion of both mentors.

However, a *peer mentor coordinator* is not paired with mentees but interacts with multiple mentors and mentees from different pairings in order to facilitate *personal networking based on shared personal interests* that cross academic fields.

Also, whereas a peer mentor's primary source of information about mentees is his/her own mentees, a peer mentor coordinator's primary source of information is the PMP director and university offices such as the Office of Student Activities.

When? Timetable

Where? Locations

The answers to these questions are the same for peer mentors and peer mentors coordinators: see [the corresponding sections above](#) in this manual's Peer Mentor section.

How? Responsibilities

Peer mentor coordinators are subject to all conditions that apply to peer mentors and therefore should be familiar with the manual's section for Peer Mentors (which immediately precedes this one). This is because peer mentor coordinators will be working with peer mentors and *because their peer mentor coordinator positions may be converted into peer mentor positions* at some later point in the academic year, sometimes at short notice.

Peer mentor coordinators will

- *meet* with the PMP director to identify networking opportunities based on a personal interest that mentors and/or mentees share, regardless of pairing by academic interest,
- *research* the most appropriate campus resource(s) (typically one or more student clubs, organizations, or activities) that best support that shared personal interest,
- *interact* with mentors and mentees as appropriate to provide information about that shared interest and the appropriate campus resource(s), and to facilitate mentors and mentees' engagement with that resource,
- *report back* to the PMP director,
- *check back* with mentors/mentees to follow up on their collective progress, and

- as needed, at the request of the PMP director, *change positions* from being a peer mentor coordinator to being a peer mentor.

Office Assistant

Why? Motivations

Students who work as Honors School office assistants may do so because they recognize that by doing so they are an integral part of the Honors School office. Their position enables them to come into contact with a wide variety of people, including Honors school students in every year and from every major, prospective students and their families, alumni, faculty members who teach Honors students, university employees from across the institution, and community members who may be supporters of the Honors School.

Often, visitors' first impressions of the Honors School are influenced by office assistants who may provide first contact. This means that the position is attractive to outgoing students with outstanding interpersonal skills. Of course, visitors do not always arrive in person. They may call, e-mail, or use social media, so an office assistant must have good interpersonal skills when using technology as well.

Finally, the position is appealing to students who are capable of varied but detail-oriented thinking. Sometimes the work to be done involves helping the Honors School staff to prepare for an event, or compiling survey data, or conducting research pertaining to Honors education.

What? Actions

An Office Assistant provides assistance with

- office coverage in the direct supervisor's absence,
- clerical support for clerical tasks pertaining to the Honors School and the administrative units of which it is a part,
- greeting of visitors to the Honors School office including referring them to Honors School staff members or to appropriate resources,
- other Honors School-related tasks, including attending meetings, assisting at events, and representing the Honors School to prospective students and their families.
- other duties as assigned, including duties pertaining to the Honors School or the administrative units of which it is a part.

Who? Qualifications and Preferences

Honors School office assistants *must*

- meet all student employment qualifications of Monmouth University's Student Employment Office, which typically includes eligibility for Federal Work Study
- be in good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University, and
- must declare their intention to apply by submitting a resume and scheduling an interview by the stated deadline.

Honors School office assistants *should*

- be capable of detail-oriented clerical tasks and task-related interaction with the direct supervisor, who may be the position's listed supervisor or his/her designee,
- have the desire and interpersonal skills to help others, and maintain a professional and collegial demeanor even when dealing with strangers, unusual tasks, or deadlines
- be self-motivated and proactive regarding work to be completed, ask questions when they are not sure, and be willing to collaborate with other Honors School staff
- have "campus literacy," a working knowledge of some of the resources and opportunities provided by the Honors School and Monmouth University
- be compassionate especially towards prospective and new Honors students
- be collegial towards fellow Honors School office assistants and staff
- function as role models to their mentees and to the Monmouth University community.

When? Timetable

Office assistants generally work during regular semesters, and not during the summer.

Office assistants may be busiest near the beginnings and ends of semesters when visitors are more frequent and activity level is higher. The office can become busy when multiple members of the Honors School staff must be out of the office for meetings and events.

Where? Locations

The vast majority of the office assistant's work occurs in and near the Honors School office, in the Library's Guggenheim wing, room 208. On occasion, office assistants may be asked to assist with Honors-School-sponsored events elsewhere on campus.

How? Responsibilities

Generally speaking, an office assistant's highest priority is to help the entire Honors School staff with its work, enabling it to be more productive. Typically, this occurs when the following task workflow is followed:

1. The staff member submits a work request to the direct supervisor of the office assistant.
2. The direct supervisor decides which requests to address personally and which to delegate to an office assistant.
3. In the case of delegation, the office assistant completes the task, sometimes in collaboration with another office assistant or the direct supervisor.
4. The office assistant reports completion of the task to the direct supervisor.
5. The direct supervisor verifies completion of the task or requests additional work on the task.
6. Upon verifying completion, the direct supervisor may then
 - a. assign the next task
 - b. assign a default task
 - c. refer the assistant to another member of the Honors School staff, or
 - d. dismiss the assistant, who punches out.

In any of these steps, if the office assistant has a question or concern about completing a task, he/she should state it to the direct supervisor or to the Office of Student Employment, located on the first floor of Bey Hall.

If the supervisor is absent or otherwise occupied, and if the task at hand has been completed, the office assistant is expected to be proactive and to check to see if any other Honors School staff member needs any assistance. If no Honors School staff member needs assistance, the office assistant should leave a note for the supervisor and punch out to end the work shift.

FAQs

Sometimes a few peer mentors ask questions about dealing with specific mentoring challenges. What follows are some of those questions and some answers.

Q1. Question: I can't seem to find a day or time to meet with my mentee. What do I do?

Answer: Besides being persistent, consider asking another mentor or your team leader to meet with your mentee instead. Similarly, if you know of another mentor who needs help, offer to help when you can. In practice, it is a good idea to have one or two other mentors as "mentor buddies," so that a substitute is easily arranged. Having a mentor buddy also can be a basis for small-group activities involving more than one mentor and mentee.

Regular interaction with your mentee is important. In the event that you cannot interact with your mentee and can find a substitute, make up the interaction time the following week. If you cannot interact with your mentee and cannot find a substitute, contact the PMP director, who may consider reassigning the mentee to another mentor.

Q2. Question: I don't have a car, or my mentees don't have cars. What can I do?

Answer: If no mentor or mentee is available to assist, use other means of transportation. One is the free public EZRide Long Branch shuttle. The shuttle is available on campus but also goes to local points like Pier Village and Monmouth Mall (shopping/entertainment), Monmouth Medical Center and the Brookdale building in Long Branch, and the Long Branch train station. Also nearby are [NJ Transit bus and train lines](#), with [student discounts](#) available. Car rentals are available on campus to some students, and of course local cab service and Web-based services are available.

Q3. Question: I want to team up with another peer mentor and do a group activity with our mentors, but how I do find another mentor in the same or a similar major, and how could we get some funding towards the activity?

Answer: Ask a Peer Mentor Coordinator or the PMP Director for suggestions on teaming up with other peer mentors. Funding typically requires that the mentor(s) and mentee(s) provide a receipt for reimbursement by the Honors School, and at present funding is limited.

Q4. Question: I would like to be a peer mentor but I cannot attend the Labor Day weekend retreat. Also, I will be graduating in December. What should I do?

Answer: Because peer mentoring is a full-year commitment and includes helping mentees in their second semester to transition successfully into their sophomore year, consider applying instead to be a peer mentor coordinator or office assistant.

Q5. Question: I have a question about the peer mentoring program, or suggestion on how to improve the peer mentoring program. What should I do?

Answer: Your questions and suggestions are welcome and may appear in a future edition! The peer mentoring program strives for constant improvement. E-mail, call, or stop by the office of the PMP director.

APPENDIX 1

Job Descriptions

The following job descriptions are recent but may not be current. They are provided for information purposes only. Official current job descriptions are maintained by the Student Employment office.

**MONMOUTH UNIVERSITY
STUDENT EMPLOYMENT
JOB DESCRIPTION WORKSHEET**

DEPARTMENT: HONORS SCHOOL
Library 208

SUPERVISOR: Stanley S. Blair, Assistant Dean, acting as
Director, Honors School Peer Mentoring Program (PMP)

Preferred Contact Information: sblair@monmouth.edu, 732-571-3619

STUDENT JOB TITLE: Peer Mentor

DESCRIPTION OF JOB DUTIES:

The position entails the following responsibilities and activities:

- All Honors School student employees must attend all required training and meetings, report all work hours, engage in appropriate work, and follow university policies.
- All Honors School student employees must maintain good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University.
- A peer mentor is typically assigned two or three mentees and is expected to spend one to three face-to-face contact hours per week per mentee.
- Peer mentors interact with assigned peer mentees in order to facilitate their academic, extracurricular, residential, and social transitions into the Honors School and Monmouth University.
- Peer mentors perform other PMP-related tasks, including attending PMP meetings, assisting at PMP events, and representing the PMP to prospective students and their families.
- Peer mentors perform other duties as assigned, including duties pertaining to the Honors School or the administrative units of which it is a part.

Position summary:

An effective peer mentor will know already some possible ways to assist a mentee, contact a mentee via a medium that the mentee finds comfortable,

interact with the mentee in a setting that the mentee finds comfortable, observe and listen to his/her mentee to determine his/her need(s), think critically to match the mentee's need(s) with a possible way of assisting, act to assist the mentee, and confirm that the mentee has been helped and does not need additional help.

JOB REQUIREMENTS:

Applicants for this position *must* meet the following requirements:

- Applicants must meet all student employment qualifications of Monmouth University's Student Employment office, and
- Applicants must be in good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University.
- FERPA Training required (online paid training)

DESIRED QUALIFICATIONS:

Applicants for this position *should* have the following qualifications:

- maintain generally excellent performance in their academic major(s), concentration, and/or minor(s)
- have the desire and interpersonal skills to help others
- be self-motivated and proactive, ask questions when they are not sure, and be willing to collaborate with other mentors
- have "campus literacy," a working knowledge of some of the resources and opportunities provided by the Honors School and Monmouth University
- be compassionate towards and observant of their mentees, think critically, listen non-judgmentally, and advise effectively
- be collegial towards fellow mentors and everyone involved with the PMP
- function as role models to their mentees and to the Monmouth University community.

ADDITIONAL COMMENTS:

For more information about this position, please consult the *Honors School Student Employee Manual*, available online at the Honors School web site.

Pay rate: \$8.38 as of 16 May 2016

Last updated: 12 Aug. 2016 ssb

**MONMOUTH UNIVERSITY
STUDENT EMPLOYMENT
JOB DESCRIPTION WORKSHEET**

DEPARTMENT: HONORS SCHOOL
Library 208

SUPERVISOR: Stanley S. Blair, Assistant Dean, acting as
Director, Honors School Peer Mentoring Program (PMP)

Preferred Contact Information: sblair@monmouth.edu, 732-571-3619

STUDENT JOB TITLE: Peer Mentor Coordinator

DESCRIPTION OF JOB DUTIES:

The position entails the following responsibilities and activities:

- All Honors School student employees must attend all required training and meetings, report all work hours, engage in appropriate work, and follow university policies.
- All Honors School student employees must maintain good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University.
- A peer mentor coordinator is expected to spend one to three face-to-face contact hours per week with mentors and mentees.
- Peer mentor coordinators interact with multiple mentors and mentees from different pairings in order to facilitate personal networking based on shared personal interests that cross academic fields.
- Peer mentor coordinators perform other PMP-related tasks, including attending PMP meetings, assisting at PMP events, and representing the PMP to prospective students and their families.
- Peer mentor coordinators perform other duties as assigned, including duties pertaining to the Honors School or the administrative units of which it is a part.

Position Summary:

An effective peer mentor coordinator will meet with the PMP director to identify networking opportunities based on a personal interest that mentors and/or mentees share, regardless of pairing by academic interest; research the most appropriate campus resource(s) (typically one or more student clubs, organizations, or activities) that best support that shared personal interest; interact with mentors and mentees as appropriate to provide information about that shared interest and the appropriate campus resource(s), and to facilitate mentors and mentees' engagement with that resource; report back to the PMP director; check back with mentors/mentees to follow up on their collective progress; and as needed, at the PMP director's request, change positions from being a peer mentor coordinator to being a peer mentor.

JOB REQUIREMENTS:

Applicants for this position *must* meet the following requirements:

- Applicants must meet all student employment qualifications of Monmouth University's Student Employment office, and
- Applicants must be in good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University.
- FERPA Training required (online paid training)

DESIRED QUALIFICATIONS:

Applicants for this position *should* have the following qualifications:

- maintain generally excellent performance in their academic major(s), concentration, and/or minor(s)
- have the desire and interpersonal skills to help others
- be self-motivated and proactive, ask questions when they are not sure, and be willing to collaborate with other mentors
- have the willingness to work with mentors and mentees, regardless of academic field
- have the ability to handle and use discreetly information from the PMP director, Honors School office, and Student Activities office
- have knowledge of interdisciplinary university offices and resources,
- have an interest in knowing about the many extracurricular events and opportunities the university community sponsors, and
- have the ability to adapt at short notice to serving as a peer mentor.

ADDITIONAL COMMENTS:

For more information about this position, please consult the *Honors School Student Employee Manual*, available online at the Honors School web site.

Pay rate: \$8.38 as of 16 May 2016

Last updated: 12 Aug. 2016 ssb

**MONMOUTH UNIVERSITY
STUDENT EMPLOYMENT
JOB DESCRIPTION WORKSHEET**

DEPARTMENT: HONORS SCHOOL
Library 208

SUPERVISOR: Stanley S. Blair, Assistant Dean

Preferred Contact Information: sblair@monmouth.edu, 732-571-3619

STUDENT JOB TITLE: Office Assistant

DESCRIPTION OF JOB DUTIES:

The position entails the following responsibilities and activities:

- All Honors School student employees must attend all required training and meetings, report all work hours, engage in appropriate work, and follow university policies.
- All Honors School student employees must maintain good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University.
- An office assistant provides office coverage in the direct supervisor's absence.
- Office assistants provide support for clerical, research, an/or social media tasks pertaining to the Honors School and the administrative units of which it is a part.
- Office assistants greet visitors to the Honors School office, including referring them to Honors School staff members or to appropriate resources.
- Office assistants perform other Honors School-related tasks, including attending meetings, assisting at events, and representing the Honors School to prospective students and their families.
- Office assistants perform other duties as assigned, including duties pertaining to the Honors School or the administrative units of which it is a part.

Position Summary:

An effective office assistant completes an assigned task, sometimes in collaboration with another office assistant or the direct supervisor; reports completion of the task to the direct supervisor; in the absence of an assigned task, may work on a default task or punch out.

JOB REQUIREMENTS:

Applicants for this position *must* meet the following requirements:

- Applicants must meet all student employment qualifications of Monmouth University's Student Employment office, and
- Applicants must be in good academic and disciplinary standing as at least a rising sophomore in the Honors School at Monmouth University.
- FERPA Training required (online paid training)

DESIRED QUALIFICATIONS:

Applicants for this position *should* have the following qualifications:

- maintain generally excellent performance in their academic major(s), concentration, and/or minor(s)
- be capable of detail-oriented clerical tasks and task-related interaction with the direct supervisor
- have the desire and interpersonal skills to help others, and maintain a professional and collegial demeanor even when dealing with strangers, unusual tasks, or deadlines
- be self-motivated and proactive regarding work to be completed, ask questions when they are not sure, and be willing to collaborate with other Honors School staff
- have "campus literacy," a working knowledge of some of the resources and opportunities provided by the Honors School and Monmouth University
- be compassionate especially towards prospective and new Honors students
- be collegial towards fellow Honors School office assistants and staff
- function as role models to their mentees and to the Monmouth University community.

ADDITIONAL COMMENTS:

For more information about this position, please consult the *Honors School Student Employee Manual*, available online at the Honors School web site.

Pay rate: \$8.38 as of 16 May 2016

Last updated: 12 Aug. 2016 ssb

APPENDIX 2

FERPA TRAINING PROCESS

The Family Educational Rights and Privacy Act (FERPA) is federal legislation that protects students' privacy by restricting the disclosure of student information to unauthorized third parties. Since Honors School student employees may, as part of their job, have access to other students' sensitive academic, financial, personal, or other information, Honors School student employees are subject to FERPA. The Student Employment office requires that all Honors School student employees be certified as having completed FERPA training.

At present, this training is available online, and Honors School student employees should complete the training ASAP using the following process. FERPA training counts as work hours. If there are any questions, please contact the Student Employment office or the Honors School office.

Family Educational Rights and Privacy Act Training (Approximately 45 minutes):

1. Clock in through Ultipro
2. Go to eCampus
3. Click "Self-Registration" link at the top right corner of main eCampus screen
4. Click "Register" – select the department that you work for
5. Click "Submit"
6. Click "Finish"
7. Proceed to the home page of eCampus
8. Scroll to the My Courses blue box
9. Click FERPA Tutorial and proceed with training
10. Clock out through Ultipro
11. Leave a note on your timecard stating you completed "FERPA"

