



Who Should Read

Advising Leaders

Peer Support Program
Directors

Student Success Leaders

Peer-to-Peer Support Profiles

Key Attributes of Innovative Peer Support Programs

3 Ways to Use This Resource

- Understand the features of successful peer programs
- Improve existing peer support programs
- Launch a new peer support program on campus

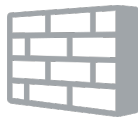
Making Mentoring Work on Your Campus

Key Components of Successful Peer Support Programs

Through more than 50 research calls and an extensive literature review, EAB has identified key features that contribute to the success of peer support programs. Each of the programs highlighted in this guide strongly demonstrates one or more of these features.

1 Program Scope

Status Quo: Mentoring Excluded from Core Student Success Initiatives



- Peer mentoring is relegated to niche programs geared toward traditionally at-risk students
- Students may experience stereotype threat when they feel their group is being singled out
- Other students who could benefit from peer support lack built-in opportunities for guidance
- The onus to seek support is on students



Best Practice: All Students Receive Peer Support During the College Adjustment



- [Murky Middle research](#) shows that student success initiatives should not be limited to traditionally at-risk students
- Integrating peers into core experiences for all students helps scale success initiatives and promote a sense of belonging
- Institutions can embed mentoring programs in first-year seminars, majors, gateway courses, interest groups, etc.

2 Type of Support

Status Quo: Institution Relies Only on Professional Staff to Support New Students



- Time-strapped professional staff struggle to provide in-depth support to first-year students
- Students are unprepared for meetings with staff, so the bulk of staff time is spent on low-level, transactional support
- Staff face a trust barrier with students and struggle to develop the kind of relationship necessary to fully support the academic and social transition to college



Best Practice: Peers Support the Academic and Social Transition for New Students



- Peers support the academic and social transition to college while preparing students for in-depth support from professional staff
- Students receive peer support in a variety of settings to touch on an array of topics related to the college adjustment
- Peers bridge the trust barrier that often impedes the relationship between students and faculty or professional staff

Source: Smith, Jennifer L., "Innovating for Student Success: The University Leadership Network (ULN) and Tiered Undergraduate Peer Mentor Model." Metropolitan Universities, 28 #3; Alvarado, C.G., Connerat, C., & Smith, J. (2018), "Every Student Graduates: The University of Texas at Austin Strategies to Increase Graduation Rates 2012-2017," The University of Texas at Austin: Austin, Texas; Voyles, Elora Candace, Rhonda K. Kowalchuk, John W. Nicklow, "Residential Peer Mentoring Benefits Mentees: What About Mentors?" American Society for Engineering Education, 2011; "Standards, Outcomes, and Possible Assessments for ITTPC Certification," College Reading and Learning Association, 2013; EAB interviews and analysis.

Making Mentoring Work on Your Campus

Key Components of Successful Peer Support Programs

3 Mentor Benefits

Status Quo: Mentoring Program Is Built Solely with Mentee Success In Mind



- Institutions fail to invest resources that develop skills and value for mentors
- Mentors are told they will benefit from the program but do not have concrete opportunities to reflect on their growth
- Disengaged, uninterested mentors can impede the success of a mentoring program



Best Practice: Programs Are Designed to Enhance Experience of Mentors and Mentees



- Program provides experiential learning credit, course credit, and/or payment
- Mentors receive regular professional development opportunities and performance reviews to promote growth in their role
- Reflection exercises help mentors connect their experience to their broader interests and goals, promoting engagement

4 Training

Status Quo: Minimal Training Covers Only Basic Program Requirements and Logistics



- The role of the mentor, including programmatic goals, mentoring scope, or intended boundaries, is lost during training
- Training covers an array of important topics, but their importance is not tied to mentor's specific role, so mentors disengage
- Some institutions struggle when peers overstep boundaries or advise in an area in which advisement from professional staff is more appropriate



Best Practice: Interactive Training Prepares Mentor for the Full Mentoring Lifecycle



- Mentors know the scope of their role and are prepared to make referrals when needed
- The best training programs offer two or more days of interactive training at the start of the semester, coupled with regular weekly or biweekly training throughout the semester
- Well-trained peers save professional staff time by preparing mentees for scheduled meetings

Source: Smith, Jennifer L., "Innovating for Student Success: The University Leadership Network (ULN) and Tiered Undergraduate Peer Mentor Model." Metropolitan Universities, 28 #3; Alvarado, C.G., Connerat, C., & Smith, J. (2018), "Every Student Graduates: The University of Texas at Austin Strategies to Increase Graduation Rates 2012-2017," The University of Texas at Austin: Austin, Texas; Voyles, Elora Candace, Rhonda K. Kowalchuk, John W. Nicklow, "Residential Peer Mentoring Benefits Mentees: What About Mentors?" American Society for Engineering Education, 2011; "Standards, Outcomes, and Possible Assessments for ITTPC Certification," College Reading and Learning Association, 2013; EAB interviews and analysis.

Cohorted Mentoring Supports First-Year Transition

UTA's University Leadership Network Provides 360° Support

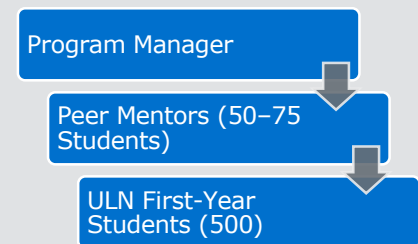


Case in Brief

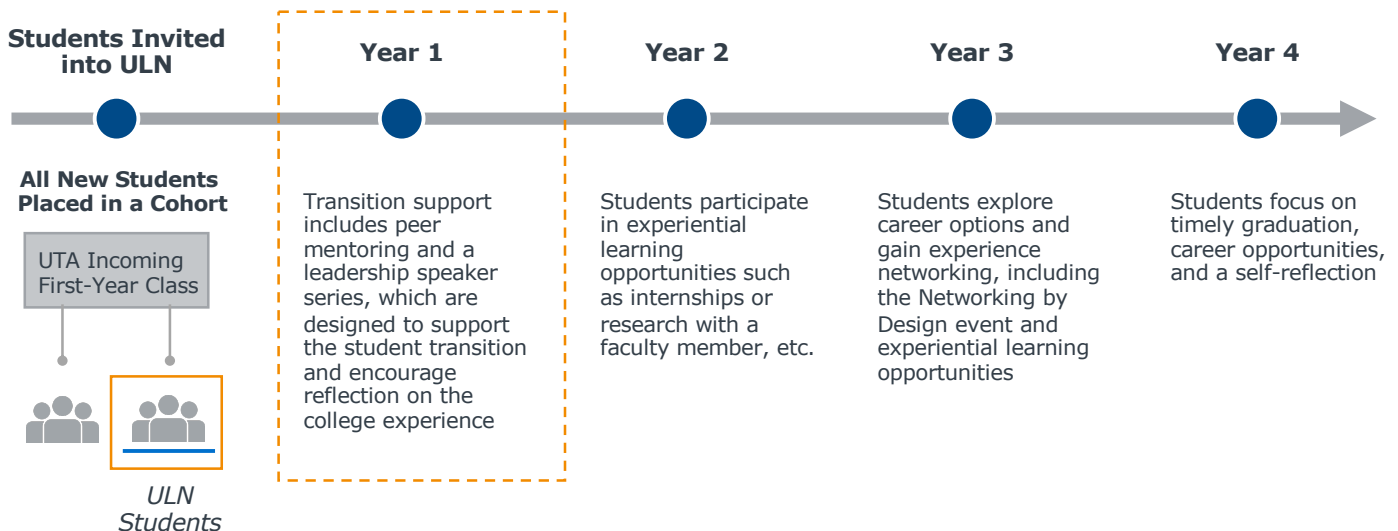
As part of an ambitious goal to raise four-year graduation rates, all new students at UT Austin are placed into a first-year interest group (FIG) and receive peer mentoring as a part of their “360 Connections” initiative. Students with leadership skills and high financial need are selected to participate in the [University Leadership Network](#) (ULN), a four-year program that provides a scholarship, academic support, and guidance from an innovative peer mentoring program. Peer mentors—other ULN students—facilitate discussion groups and meet with students individually. Mentors are intensively trained before and throughout the semester and earn the experiential learning (EL) credit they need to receive their scholarship.

- Public R1 University in Austin, Texas
- ~45,000 undergraduate students; ~51,500 total students
- The mentoring program is run by one full-time staff member
- The program serves 500 first-year students each year
- 50–75 mentors serve per year

ULN Tiered Mentor Model



ULN Supports Students for Duration of Their College Career



[Read more about the University Leadership Network.](#)



Source: : Smith, Jennifer L., “Innovating for Student Success: The University Leadership Network (ULN) and Tiered Undergraduate Peer Mentor Model.” Metropolitan Universities, 28 #3; Alvarado, Cassandre, “Every Student Graduates,” UT Austin, 2018; “ULN Four-Year Plan,” University of Texas, Austin Student Success Initiatives; EAB interviews and analysis.

Graduation Rates on the Rise

360° Student Success Initiatives Pay Off with Increasing Graduation Rates

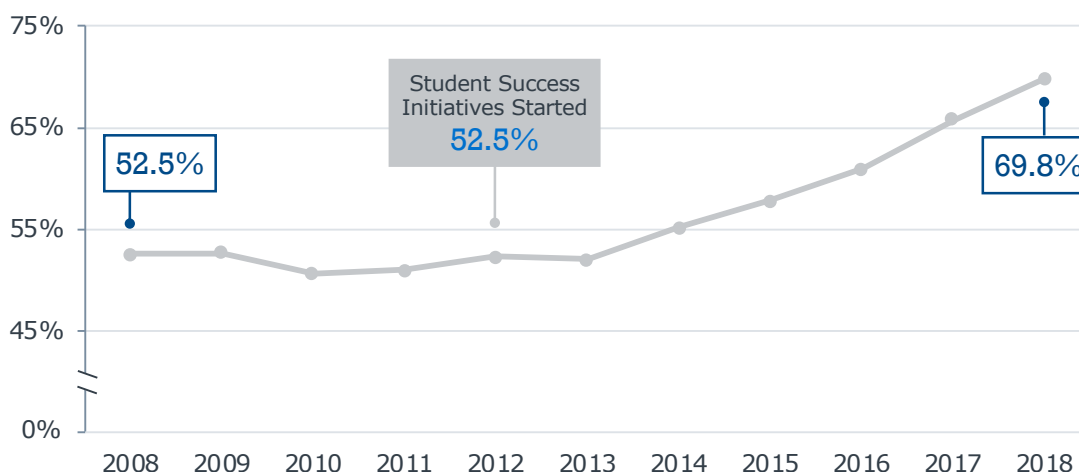
Results

- ▶ The first two ULN first-year cohorts performed significantly better in first-year courses and had higher retention rates than a reference group from the 2010 cohort.
- ▶ UT Austin predicted that the first ULN cohort would have a graduation rate of 33%, but it had an actual graduation rate of 55%.
- ▶ In Fall 2018, UT Austin had the largest incoming class in its history, which they have partially attributed to rising institution-wide graduation rates.

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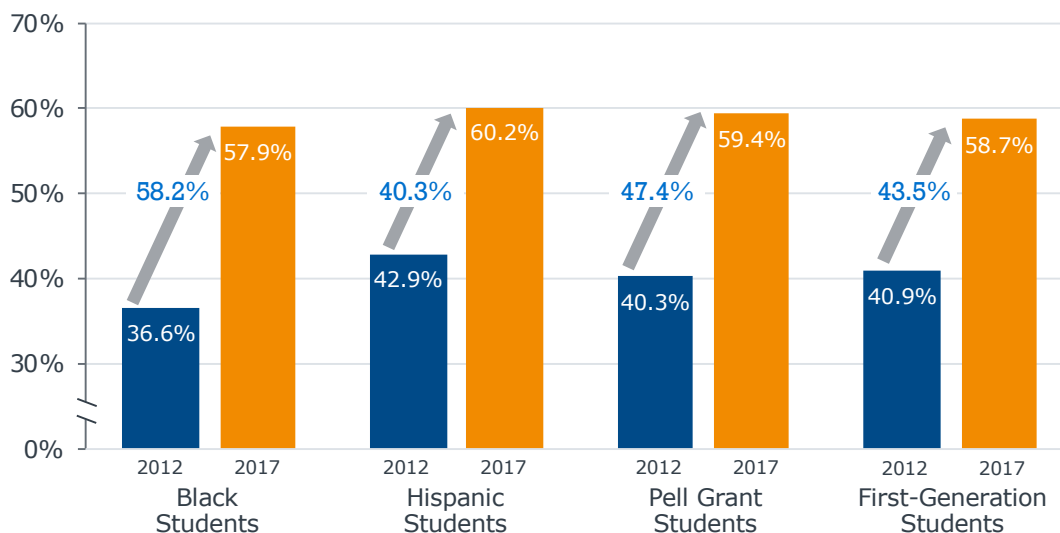
Graduation Rates Have Increased Since Launch of Student Success Initiatives

University of Texas at Austin Four-Year Graduation Rates



Underrepresented Students Show Marked Improvement in Graduation Rates

Four-Year Graduation Rate Increased for Underrepresented Students



Source: Smith, Jennifer L., "Innovating for Student Success: The University Leadership Network (ULN) and Tiered Undergraduate Peer Mentor Model," Metropolitan Universities, 28 #3; "UT Austin Records Its Highest Four-Year Graduation Rate," UT News, September 2018.; Alvarado, Cassandre, "Every Student Graduates," UT Austin, 2018; "ULN Four-Year Plan," University of Texas, Austin Student Success Initiatives.; "Student Graduation Rates for FTIC Students," University of Texas at Austin Institutional Reporting, Research, and Information Systems; EAB interviews and analysis.

Program Details: Peer Mentoring in ULN

ULN Designed with Both Students and Mentors in Mind



Program Details



Recruitment and Audience

Universality of Peer Mentoring Reduces Stigma

- All first-year students at UT Austin receive structured support
- UT Austin builds the 500-student ULN cohort each year using predictive analytics
- Students are invited to ULN as an exclusive access to a supportive leadership opportunity
- ULN is an incentive-based scholarship program where students receive structured support, such as peer mentoring and leadership development, during their four years at UT Austin



Meeting with Students

Sessions Aligned with First-Year Milestones

- Mentors create a supportive, community-centered environment
- During one-on-one sessions, mentors and students outline 3–5 holistic SMART¹ goals and talk about other timely concerns, such as academic and social challenges
- During Leadership Speaker Series sessions, mentors lead group discussions where students apply and reflect on the leadership principles they have learned



Training and Advancement

Ongoing Training Aligned to Mentee Curriculum

- Mentors receive two days of training before the semester, covering topics such as the role of the mentor and mentoring ethics
- Weekly mentor training during the semester helps mentors grow in their role
- Over the course of the year, mentors receive 15–25 total hours of training plus 50–75 hours of face-to-face mentoring



Calendar and Curriculum

Curriculum Built Around Shared Experience

- First-year ULN students participate in a biweekly Leadership Speaker Series (LSS), group mentoring sessions, and one-on-one mentoring
- Mentors work through a curriculum meant to ease the student transition to college and to promote leadership skill development
- During once-monthly one-on-one sessions, students receive individualized support



Mentor Recruitment

Mentoring Is a Competitive EL Opportunity

- All second- through fourth-year ULN students can apply to be a mentor by submitting an online application, resume, and cover letter
- Out of ~80 students who apply, 50–75 students are selected
- After one year of mentoring, students are placed into an advanced lead mentor role



Mentor Benefits

Mentor Skills Translate to Career Readiness

- Mentors are not paid, but they satisfy their ULN experiential learning requirement
- Mentors develop job-ready skills such as leadership development, facilitating groups, conflict resolution, record-keeping, and organization
- All mentors receive performance reviews from professional ULN staff



[Read more about the ULN Peer Mentoring program.](#)

1) Specific, measurable, attainable, relevant, timely

Course-Embedded Mentors Support First-Years

University of Windsor Offers Mentoring in Introductory Courses



Case in Brief

At the University of Windsor, many majors within the Faculty of Arts, Humanities, and Social Sciences (FAHSS) include peer mentors in introductory courses in order to improve student learning, first-years' transitions, and retention. Courses have a ratio of one mentor for every ten students. Mentors design and lead weekly breakout sessions that relate to the current course material. Mentors enroll in a 400-level training course that runs concurrently with the introductory course. Each year, some previous mentors return as paid senior mentors to support the training course.

- Public University in Windsor, Ontario
- ~13,000 undergraduate students; ~16,200 total students
- The peer mentoring program has no full-time staff but is coordinated by professors in the FAHSS
- About 950 students receive peer mentoring each year as a part of an FAHSS course
- 95 mentors serve per year, plus 8 senior mentors

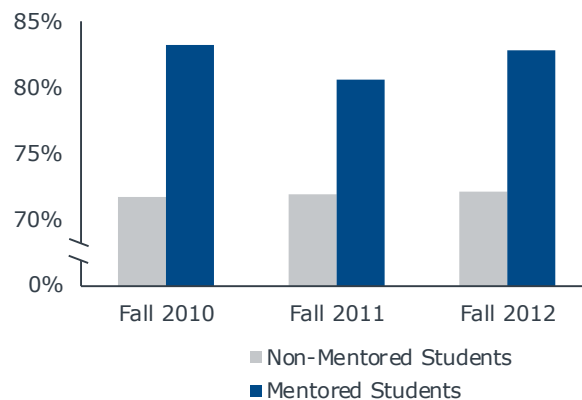
Results

67% of first-year students in a mentored course agreed that the peer mentoring helped with their transition¹

84% of first-year students in a mentored course indicated they felt comfortable making contributions in breakout sessions versus 39% who were comfortable making contributions in class¹

~75% of past mentors indicated the program helped them become a better student¹

Mentored Students Retained at Higher Rates
First-to-Second-Year Retention Rates



“

Peer mentors support first year students by being a friend first, who is there to help navigate the transition to University. The leadership training prepares them to enhance the academic experience in the classroom by actively engaging students and modeling behaviors that will lead to academic success.

Dr. Tina Pugliese

Director of the School of Dramatic Art,
Associate Professor, and Coordinator
of the FAHSS Peer Mentoring Program

”

Source: Pugliese, T., Bolton, T., Jones, G., Roma, G., Cipkar, S., Rabie, R., (2015) Evaluating the Effects of the Faculty of Arts and Social Sciences Mentor Program: Toronto: Higher Education Quality Council of Ontario; EAB interviews and analysis.

1) Based on a 2011 study.

Program Details: Peer Mentoring at U of Windsor

Mentors Promote Academic and Social Sense of Belonging

Program Details



Recruitment and Audience

Mentoring Embedded into Required Courses

- Mentors support some mandatory introductory major courses in the Faculty of Arts, Humanities, and Social Sciences
- Students experience peer support as a part of their regular major course load, building a connection to the major
- Over time, the program has spread to an increasing number of courses as more majors see the value of peer-to-peer support



Calendar and Curriculum

Course Syllabi Guide Breakout Session Design

- Starting in the second week of class, mentors design and facilitate their own weekly breakout sessions that complement the course syllabus
- Professors can provide feedback and make suggestions, but they are asked to give the mentors freedom to plan their sessions
- During group sessions, mentors incorporate "insider knowledge" to teach students how to succeed at the university



Meeting with Students

Peer-Led Sessions Foster a Sense of Belonging

- Weekly breakout sessions are reflective and collaborative settings designed to foster a sense of belonging among peers, within the field of study, and within the institution
- Peers provide transition support to first-year students by modeling positive academic behavior and answering student questions
- Some mentors host study sessions outside of class to further support students



Mentor Recruitment

Faculty Recruit Students to Mentor in Courses

- Mentors are largely recruited by course professors, or students can apply
- The program is not looking for students with the highest grades but for students who can be successful leaders when engaging with and supporting students
- Program leaders ask some especially successful mentors to return for a paid senior mentor position that helps support new mentor training



Training and Advancement

Week by Week, Mentors Grow Leadership Skills

- Mentors receive two days of training before the semester to learn how to build a relationship with their students
- Mentors are enrolled in a training course that runs concurrently with their seminar to receive ongoing training that further develops skills for designing and facilitating class sessions
- Senior mentors help facilitate the training course by leading breakout sessions in a format similar to what peers provide in courses



Mentor Benefits

Mentoring Is a Credit-Bearing EL Opportunity

- Mentors receive credit for their 400-level service-learning training course, and senior mentors are paid \$2,133 CAD per semester
- Mentors get experience designing and facilitating college-level course sessions in collaboration with a faculty mentor
- The program enhances mentors' leadership, facilitation, and pedagogical skills

With Wide Reach, Tutors Promote Academic Success

Peer Tutoring Normalizes Help-Seeking Behavior at Marquette



Case in Brief

At Marquette University, students can request [peer-led group tutoring](#) for any lower-division course. Study groups meet once per week throughout the semester to improve academic success. Their program has high participation rates and high attendance rates throughout the semester. Many tutors are also mentored through their role by a more experienced tutor.

- Private R2 University in Milwaukee, Wisconsin
- ~8,300 UG students; ~11,400 total students
- The Office of Student Educational Services (OSES) employs three full-time staff to support the tutoring program, including an associate director, assistant director, and office associate
- Around 60% of first-year and 30% of sophomore students receive tutoring each year
- Each year, about 110 students serve as tutors, starting at \$8.50 per hour with raises as students receive more training and tutoring experience

Tutoring by the Numbers

▶ In the 2018–2019 academic year, **2,647** students made **4,478** tutoring requests

▶ During Fall 2018, tutors held **~420** sessions each week, and during spring 2019, tutors held **~344** sessions each week

“It’s a weight off of faculty’s shoulders to have someone helping these students. They can only hold so many office hours.”

- Dawn Barrett, Associate Director of the Tutorial Program

- 95%** of tutors have either been tutored or are currently being tutored through the program
- 57%** of first-year students enrolled in tutoring during Fall 2018
- 33%** of sophomore students enrolled in tutoring during Fall 2018
- 70%** In Fall 2018, students attended 70% of all scheduled tutoring session hours

Featured Resources Below

The Office of Student Educational Services generously shared some tutoring resources with EAB, featured in the pages below:

- Tutor Program Policies and Services
- Tutor Training Description
- Tutor Rank Description
- Tutor Mentor Description

Source: EAB interviews and analysis.

Program Details: Peer Tutoring at Marquette

Rigorously Trained Tutors Guide Students to Course Success



Program Details



Recruitment and Audience

Expectation of Tutoring Set Early in the Term

- Students are recruited to receive tutoring through syllabi, OSES staff class visits, word of mouth, or through advertisements from the tutoring office
- Students visit the tutoring office during the first week of class to request tutoring for any lower-division course, and students can continue to join study groups until mid-April
- Students sign an attendance agreement stating that if they miss three tutoring sessions, they cannot continue with the group



Meeting with Students

Tutor's Role Is Facilitation, Not Content Delivery

- Tutors host group study sessions once per week in the tutoring center
- Sessions include group discussions about challenging content and learning study techniques to promote academic success
- Students are encouraged to work together to answer questions and solve problems instead of a tutor lecturing course content



Training and Advancement

Training Certified by Rigorous External Standard

- The tutoring training program is certified by the College Reading and Learning Association (CRLA), which requires 10 training hours and 25 tutoring hours
- Tutors can seek additional certifications through the Association for the Coaching and Tutoring Profession (ACTP) as they gain more training and tutoring experience
- Some tutors also receive mentoring from more experienced tutors



Calendar and Curriculum

Study Sessions Tailored to Course Syllabus

- Students receive help on the topics and skills that are currently being taught
- Sessions prepare students for exams and projects
- Some faculty meet with tutors to receive feedback about their course and to understand what students are struggling with in order to adjust their own curriculum and pedagogy



Tutor Recruitment

Students Pay It Forward by Becoming a Tutor

- Marquette recruits tutors from past study groups by reaching out to faculty and students directly and by word of mouth
- They rarely struggle to find tutors because students want to give back to a program that helped them succeed
- Applicants indicate which courses they are willing to tutor, and OSES staff confirm the students' transcripts



Tutor Benefits

Mentors Compensated According to Training

- Tutors are hired at \$8.50 per hour and receive a raise to \$9.00 per hour once they meet CRLA certification requirements
- Each additional ACTP certification will grant tutors a raise and a title change (e.g., from Tutor to Advanced Tutor)
- Tutors also receive a merit increase each additional year spent tutoring

Source: EAB interviews and analysis.

Clear Expectations Encourage Engagement

Marquette University's Tutoring Program Policies



OSes Tutorial Program Policies & Services

- ➔ **Program Design:** The program is designed to support many 1000- & 2000-level (Freshmen & Sophomore) courses in a group setting. If you need assistance in 3000- & 4000-level courses, please either contact your college office, your TA or instructor, or let us know and we'll do our best to help you brainstorm alternate options.
- ➔ **Our Responsibilities:** Our office is here to assist you the best we can with the resources we have available. Tutorial services are in high demand (we respond to ~5,000 tutorial requests); therefore, we offer students one hour of group tutoring per week, per course if a tutor is available for that course, and if your schedule matches tutor availability. Exceptions will not be made. (INDIVIDUAL TUTORIALS ARE NOT OFFERED, BUT WE'D BE HAPPY TO DISCUSS OPTIONS YOU MIGHT EXPLORE.) We may not always be able to fulfill your request (immediately or at all), but we'll try our best.
- ➔ **Tutor Information:** Please know that no MU employee (student, faculty, staff, etc.) may give out information related to our tutors. If you would like to get a message to your tutor and they have not given you any contact information, you can give us the message and we will contact the tutor to get back to you if they are able. Please visit this website for more details on information sharing: http://www.marquette.edu/mucentral/registrar/policy_ferpa.shtml
- ➔ **Your Responsibilities:** Tutors will expect you to arrive to your session prepared with questions, and though tutors will not give you answers or simply show you how to do a problem, they will guide you to the answers with the help of your classmates. Our tutors are trained to facilitate active participation by students. This is your opportunity to interact with your classmates and gain a more thorough understanding of course material. Come to tutoring prepared with questions/materials.
- ➔ **Academic Integrity Agreement:** I understand that I must uphold the MU Academic Integrity Honor Code, and that I will also be reported to the Academic Integrity Council immediately if it is suspected that I may be in violation. If I am found in violation related to my participation in the OSes Tutorial Program (plagiarizing tutor lab reports, copying old exams, etc.), I understand that I must also meet with the OSes program officials for possible reinstatement. For more information visit this site: <http://www.marquette.edu/provost/academic-integrity.php>
- ➔ **Your Attendance:** Once assigned to a group, we expect you to attend every week. If you must miss your weekly small group tutorial(s), please contact the Tutorial Program Office as a courtesy. If you miss a total of three (3) regularly scheduled sessions for any reason, you will be removed from the group. There are no excused absences. If you would like to request reinstatement to a group, you must meet with the Associate Director or Tutorial Program Coordinator.
- ➔ **Study Skills:** If you would like to meet one-on-one with someone on our staff to discuss improving your study skills (i.e., time management, test-taking strategies, note-taking strategies) please speak with someone in our main office or call the number below to arrange an appointment. If you have questions or concerns about the structure of our program, we'd be happy to meet with you to discuss how your needs might be better met.

Source: Adapted from OSes materials at Marquette University; EAB interviews and analysis.

Certified Tutor Training Meets High Standards

Marquette University Training Description



How It Works

Marquette's tutoring program as a whole is CRLA certified, so individual tutors don't need to worry about obtaining a CRLA certification. To become ACTP certified, each tutor must complete a certain amount of time training and tutoring. As you gain more experience (training hours and tutoring hours), you will progress to the next level of ACTP certification. To become a tutor at Marquette, you are required to complete 10 hours of training, which is the minimum requirement to become an ACTP Associate Tutor. Training hours also include online Tutor Lingo or PlayPosit videos, assisting with a workshop, or attending mentor meetings. In addition, you would also need at least 25 hours of tutoring, which you should have by the end of your first semester. To complete the process, for each level of ACTP certification, you must record both your training and tutoring hours, have the program coordinator verify your hours, and ask someone (a professor, tutee, or other tutor) to write you a letter of recommendation. The program coordinator would then submit all of this with their own letter of recommendation to the ACTP program. Certification is not required; it is encouraged, and your progression through Marquette's tutoring program will be based on your certification level.

Online Training

Tutor Lingo or PlayPosit Videos—Prior to Day 1 Training

Total: 4 hours

Level 1 CRLA ACTP "Associate" Tutor Topics	Video Duration
Basic Dos and Don'ts	30 min
Successfully Beginning and Ending a Session	30 min
Learning Styles	30 min
Referral Skills	30 min
Study Skills	30 min
Critical Thinking Skills	30 min
Compliance—Sexual Harassment, Discrimination	60 min

Online Training Eases Lift

Some aspects of training can be administered online before students arrive on campus so that training sessions can dedicate more time toward interactive training activities such as discussion and role-playing.

*Please email your direct supervisor when you have completed all four hours of online training.
The system is recording your progress and answers.*

Advancement Opportunities Promote Tutor Growth

Marquette University's Tutor Training Outline



Level 1: CRLA Certification/ACTP Associate Tutor

- Training Requirement: 10 hours total
 - Day 1 CRLA & ACTP Training (6 hours in-person training)
 - Tutor Video Training on Tutor Lingo or PlayPosit (4 hours online training)
 - Helping with training (become a senior tutor)
- Tutoring Requirement: 25 hours total
- 2 letters of recommendation
- The required training at Marquette University's tutoring program, combined with 1 semester of tutoring experience, is sufficient to reach this level of training

Level 2: ACTP Advanced Tutor

- Training Requirement: 20 hours total
 - Day 2 CRLA & ACTP Training (5 hours in-person training)
 - Tutor Video Training on Tutor Lingo or PlayPosit
 - Helping with training (become a senior tutor)
 - Professional development opportunities such as observing a senior tutor, attending a conference, assisting with a workshop, or attending a mentor meeting
- Tutoring Requirement: 50 hours total
- 2 letters of recommendation

Level 3: ACTP Master Tutor

- Training Requirement: 30 hours total
 - Day 2 CRLA & ACTP Training (5 hours in-person training)
 - Tutor Video Training on Tutor Lingo or PlayPosit
 - Helping with training (become a senior tutor)
 - Professional development opportunities such as observing a senior tutor, attending a conference, assisting with a workshop, or attending a mentor meeting
- Tutoring Requirement: 75 hours total
- 2 letters of recommendation

*Talk with a supervisor first for training hour(s) approval

Source: Adapted from OSES materials at Marquette University; EAB interviews and analysis.

Mentorship Helps Tutors Grow



Office of Student Educational Services (OSES) Tutor Mentoring Program

Purpose: To provide experienced Tutor Mentors for each Tutor (Mentee) in our community in order to provide newer Tutors with a set of resources and more quickly connect them with our office. There are many resources a Tutor Mentor provides to their Mentees throughout the course of a semester. These include: answering questions about tutoring sessions and pedagogy, guiding new Tutors through administrative processes within the office such as schedule changes, and providing constructive feedback regarding new Tutor performance during sessions. The Tutor Mentor acts as a guide and role model of appropriate skills for new Tutors.

Job Description: A Tutor Mentor will provide support to fellow OSES Tutors who are tutoring similar subjects. The role of a Tutor Mentor is to observe/evaluate their Mentees during a session early in the semester to offer advice and give feedback, share tutoring strategies, and provide overall support to them. Mentors are a means of support, guidance, and leadership for newer Tutors to acclimate to their new position. The Tutor Mentor position requires a bit more time during the semester (a minimum of 10 hours total for the semester) and is essential to the continued success of the Tutorial Program.

Goals and Objectives:

- Strengthen the communication among Tutors, improving their ability to effectively facilitate group tutoring.
- Use leadership skills to organize meetings, stay in touch with Mentees, and manage issues or concerns that are presented by Mentees.
- Help newer Tutors become familiar with OSES resources, other Tutors, and professional staff.
- Provide student support services not only to Tutors but also the entire Marquette student community.

Responsibilities:

- Establish contact with Mentees via email and in person.
- Schedule and conduct a minimum of three meetings (two face-to-face, plus one via email or face-to-face) during the semester (an outline of what to cover in each meeting will be provided). If you'd like to provide snacks for in-person meetings you may spend a maximum of \$20 per meeting. Save the receipt and turn in to professional staff for reimbursement.
- Check in with Tutorial Program Assistants after each contact with Mentees during the semester to report issues or progress within Mentor group.
- Respond to Mentee suggestions, concerns, and questions in a timely manner.
- Attend and facilitate activities at New Tutor Training (you will be responsible for a mock tutoring session AND for assisting new Tutors with scheduling).
- Provide advice and feedback for Tutors via email and during meetings throughout the semester.
- Attend meetings with professional staff throughout the semester to ensure responsibilities are met (a schedule of meetings will be provided).
- Collect paperwork from new Tutors and if necessary remind them to fill out paperwork in a timely manner.
- Communicate regularly with professional staff regarding Mentees, policies, tutoring groups, tutees, etc.
- Other duties as assigned or necessary.

Note: If these responsibilities are not met you will lose the benefits associated with being a Mentor and your Mentees will be reassigned to another Tutor Mentor.