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Mission, Vision, and Values

Mission:
The PAL program promotes peer-to-peer support and leadership for students at the University of Colorado Denver.

Vision:
PAL is a comprehensive network of peer-to-peer engagement, support, and leadership development that serves a diverse student body. The mentoring relationship is designed to foster student engagement and academic success by providing peer-to-peer support. This promotes student achievement, growth, and learning throughout students’ academic careers at CU Denver. PAL aims to create a holistic educational experience by focusing on connecting students to resources that help them succeed inside and outside of the classroom.

Values:
● Advocate: We advocate with and for students in order to meet basic needs relevant to their growth and development.
● Support: We support students in creating a holistic educational experience by encouraging them to seek and utilize campus and community resources and opportunities.
● Connect: We connect students with peers, staff, and faculty by acting as an expanding knowledge base that helps students create a personalized network.
Types of PALs

- **First Year Seminar (FYS) and Learning Community (LC) PALs** work with a specified class or classes and serve as a mentor during the Fall semester, connecting students to campus resources and helping them get involved on campus.
- **Spring Engagement PALs** work in small PAL Proposal groups, each with a specific focus regarding spring engagement activities and programming. These PALs continue to assist students with their transition to college throughout the Spring semester.
- **Summer Engagement PALs** work throughout the summer to support incoming students as they transition from high school to college. These PALs mentor students at New Student Orientations and work on event programming designed to offer students an extended orientation experience.
- **Student Success PALs** serve, by request, students on academic probation, transfer students, or any student who requests additional one-on-one assistance.
- **Veteran Student Services PALs** serve as a liaison in the Veteran Student Services Office.

PAL’s Contact Information

**Email:** PAL@ucdenver.edu

**Phone:** 303-556-5801

**Fax:** 303-556-3695

**Location:** Tivoli 127

**Facebook:** www.facebook.com/PALmentors

**Twitter:** www.twitter.com/cudenverpal (@cudenverpal)

**Instagram:** www.instagram.com/cudenverpal (cudenverpal)
Certification
What Does it Mean to Be a Certified Mentor?

Being a certified mentor means that you have put in the effort deserving of that title. Certification entails making a conscious effort to succeed as a PAL as well as working to ensure the success of your peers, the PAL program, and the University of Colorado Denver. Your motivation, dedication, and passion are recognized and appreciated by those around you. You have been trained on how to be an effective advocate and leader and have practiced what you have learned in an effective way. Becoming certified provides many professional opportunities and is a highly marketable skill.

Levels of Certification:
After a PAL completes all necessary trainings and professional developments, they must document (via a contact log) a certain amount of student contact hours in order to be eligible for certification. Below details the amount of student contact hours necessary for each level of certification:

A. Level One Regular Certification: requires 50 hours of student contact
B. Level Two Advanced Mentor Certification: requires 75 hours of student contact
C. Level Three Master Mentor Certification (in the works): requires 100 hours of student contact.

What counts as “student contact”?
Below are examples of what you can record as student contact:

- First Year Seminar
- CU 411 or other PAL events
- New Student Orientations
- Rocky Mountain Peer Leadership Conference
- PAL tabling/outreach
- Student Meetings (i.e. one-on-one meetings)

If you are unsure of what else may count, please contact your small group leader, the Graduate Assistant, or the PAL Coordinator.
Contact Log Instructions

How to Access and Fill Out your Contact Log:
A. Log into your Outlook email.
B. You'll receive an email containing a message like “Honea, Chelsea has shared 2015-2016 PAL Contact Log”.
C. In this email, click the blue link. From here it will take you to OneDrive.
D. In the top right, you'll see “Edit Workbook”. Click the drop down menu and select “Edit in Excel Online”.
E. Now, you are free to add your contact time according to the following instructions:
   1. Record the date of contact.
   2. Record the contact type. Did the contact occur in a big group (ex: NSO), small group (ex: FYS), or individually (ex: 1:1 meeting)?
   3. What time did the contact begin?
   4. How long did the contact last (minutes)?
   5. What happened during the contact time? Larger events like NSO and CU 411 don’t need an explanation, but events such as tabling and 1:1 meetings should include an appropriate amount of detail (see the above example).
   6. When is the next meeting (if a 1:1 meeting) or is any follow-up needed?
   7. This column will show you how many hours you have logged thus far.
PAL Conduct
Conduct, Tardy, and Attendance Policy

I. Introduction

The PAL program prides itself on its commitment to students at the University of Colorado Denver. In order to fulfill our commitment to developing students and hold everybody to the same standard, PALs must adhere to program conduct and attendance in order to enhance individual and group efficiency and accountability. The following document outlines various offenses and the disciplinary action that must follow, and details our attendance and tardy policy. If you have any questions about the following, please contact your small group leader, Molly, or Chelsea.

II. Small Group Leader Jurisdiction

Small group members are expected to abide by their small group leader’s rules and policies, and small group leaders are expected and granted the express right and privilege to report to Molly and/or Chelsea any of the following offenses (see section III). A report from a small group leader will count as one offense, converge with Molly and Chelsea’s attendance and tardy record, and follow the disciplinary action sequence as noted in Section III.

III. Offenses and Disciplinary Action

For the commission of any of the following offenses, a mentor shall be subject to disciplinary action up to and including termination:

A. Excessive absenteeism.
   i. See Section IV for absence definitions and procedures.

B. Excessive tardiness.
   i. Tardiness is defined as being ≥ 5 minutes late to an event; see Section IV for tardy procedures.

C. Inattentiveness to work, quitting work before proper time, or leaving assigned work area during working hours without authorization from appropriate supervisor.

D. Violation of a safety rule or practice.

E. Violation of respect for peers, staff, and/or other campus personnel.
F. Any other offense of equal or greater magnitude to the above.

Disciplinary action for the same or different offenses as noted above shall progress in the following manner:
A. Verbal Warning: Verbal statement to mentor that they have violated a rule and/or regulation and that such violation(s) may not continue.

B. Corrective Action Form I – Warning: Formal meeting and notification in writing to mentor that they have violated a rule and/or regulation and that this is the second occurrence of a violation.
C. Corrective Action Form II – Suspension: Formal meeting and notification in writing to mentor that they have violated a rule and/or regulation and that this is the third occurrence of a violation. Loss of work (and thus wages) for a specific number of hours or days, but not for more than one workweek.
D. Termination: Formal meeting with Molly and discussion of termination procedures (i.e. last paycheck, next steps, etc.)

IV. Tardy Procedures
Below are definitions and procedures to be followed for all tardies:
A. Two tardies will receive a “soft warning” that such behavior cannot continue in the future.
B. Three tardies will result in disciplinary action according to the mentor’s existing attendance and tardy record (as outlined in Section II).

V. Absence Procedures
Below are definitions and procedures to be followed for all absences:
A. Please see the following outline for absences and repercussions:
   i. If absence is reported ≥ 48 hours in advance, there will be no repercussions.
   ii. If absence is reported 24 – 48 hours in advance, the absence will be counted as excused.
     - If a mentor uses 3 excused absences in a semester period, this result in disciplinary action according to the mentor’s existing attendance and tardy record (as outlined in Section III).
   iii. If absence is reported ≤ 24 hours in advance, the absence will be counted as unexcused and will follow the disciplinary action sequence as noted above in Section III (steps A – D).
   iv. Emergency Absence: An absence that is deemed to be unavoidable (i.e. illness, family emergency, etc.). Molly and/or Chelsea will make final judgment.
v. **Self-care absence:** An absence that is deemed to be necessary for the well-being of the mentor (i.e. day to study, practice self-care, etc.).

- If a mentor uses 2 self-care absences in a semester period, this will constitute a formal meeting\(^1\) with Molly.

In order to report an absence, please use the following email template:

“Hello Molly and Chelsea,

I am sending you this email to inform you that I will not be able to attend (insert event) on (insert date) because (insert reason).

Sincerely, (Insert your name)”
# PAL Lounge Etiquette

<table>
<thead>
<tr>
<th>Cleanliness</th>
<th>Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● You are allowed to eat in the PAL lounge but please clean up after yourself (put food away, wash dishes, throw away trash, etc.)</td>
<td>● Keep a POSITIVE attitude!</td>
</tr>
<tr>
<td>● Utilize the fridge but remove food before it spoils.</td>
<td>● Have fun, but be professional.</td>
</tr>
<tr>
<td>● Throw away food trash outside of the lounge.</td>
<td>● Respect everyone.</td>
</tr>
<tr>
<td>● Keep workspaces and lounge free of clutter.</td>
<td>● Keep the PAL Lounge a safe space.</td>
</tr>
<tr>
<td>● Put all items back where they belong.</td>
<td>● Be available to assist with other tasks, such as the Food Pantry.</td>
</tr>
<tr>
<td></td>
<td>● Teamwork makes the dream work!</td>
</tr>
<tr>
<td></td>
<td>● Be brave and let people know if you are uncomfortable with something.</td>
</tr>
<tr>
<td></td>
<td>● Utilize your own and others’ strengths.</td>
</tr>
<tr>
<td></td>
<td>● Be supportive and talk kindly to others. Don’t gossip!</td>
</tr>
<tr>
<td></td>
<td>● Ask everyone how they are doing, and acknowledge those coming into the lounge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noise</th>
<th>Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Phone calls not related to PAL should be taken in the hall.</td>
<td>● Use appropriate language.</td>
</tr>
<tr>
<td>● Be an asset, not a distraction!</td>
<td>● Computers are prioritized for those who are clocked in, but if you are doing homework in the PAL Lounge in your free time and there is a computer available, feel free to use it.</td>
</tr>
<tr>
<td>● Remember the noise tolerance of others may differ from yours.</td>
<td></td>
</tr>
<tr>
<td>● Keep a respectful volume for conversations.</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Wear headphones when listening to music or watching videos (ask others to ensure it is ok to listen to music out loud and if so, keep volume low).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not do homework while clocked in.</td>
</tr>
<tr>
<td>If you finish your work early, ask the PAL Coordinator or Graduate Assistant if they need anything done before you leave.</td>
</tr>
<tr>
<td>Use the PAL sign-in on the computers.</td>
</tr>
<tr>
<td>Lock the computers rather than signing out.</td>
</tr>
<tr>
<td>If you can’t attend office hours, e-mail the PAL Coordinator or Graduate Assistant beforehand. Please refer to the attendance policy on page 5 for more details.</td>
</tr>
<tr>
<td>Do not conduct 1:1 meetings in the PAL Lounge. Conduct them elsewhere.</td>
</tr>
</tbody>
</table>
What to do During Office Hours?

Summer:
- You will work 2-3 office hours per week.
- You will have different assignments, assigned by one of the PAL Leaders, to complete each week. The main point of office hours is to familiarize yourself with your position as a PAL and to prepare for the upcoming semester.
- Examples of the types of assignments you will have include: completing online training modules, watching safety training videos, revising/creating group norms for the PAL Lounge, planning events for your FYS class, learning about various resource offices on campus, etc.
- You can work up to 10 hours per week, including New Student Orientations, CU in the Summer Events, and Welcome Week events.

Fall:
- You will work 4 office hours per week.
- Communicate regularly with your FYS freshmen. One way to do so would be to email them and/or message them in Canvas weekly or twice weekly with information on upcoming events and with important announcements. This ensures that the students are kept in the loop with the latest campus news.
- Communicate regularly with your FYS instructor. It is important that they are aware of what activities or events you are planning (especially if they wish to contribute).
- Regularly update your contact log with specifics regarding the type of contact that you made. We recommend that you update the log right after contact was made to ensure accuracy.
- Plan and hold 1:1 meetings with your FYS students (see the How To Conduct One-on-One Meetings section for more information).
- Work on event planning. This includes outlining and budgeting for your event.
- Work on any other tasks that you need to fulfill for your FYS class. This could include but is not limited to: printing flyers to distribute, organizing materials for a class activity or icebreaker, answering students’ questions, etc.
• You can work up to 10 hours per week, including attending Professional Development workshops and working at other events.

• You will have one small group meeting each week with other PALs and a PAL Leader. At these meetings, you can touch base with fellow PALs about your FYS class and/or plan events with your group. These meetings take approximately 1 hour each week, which does not count toward your office hours.

**Spring:**

• You will work 2-3 office hours per week.

• You will be assigned to a PAL Proposal group, either as a member or a leader (which requires submitting a proposal).

• Office hours should be spent working on the proposal project that you are involved with.

• You can work up to 8 hours per week, including attending Professional Development workshops, working OSL events, and more.

• You will have a weekly small group meeting with your PAL Proposal Group, where you will touch base on your group project.
Planning an Event
Logistics:

Opportunities:
- You can collaborate with other offices, organizations, and individuals.
- There are many creative venues to take advantage of, both on and off campus.

Challenges:
- Most commuter students are “Parking Lot-Campus-Parking Lot students” until they become engaged in something.
- Marketing and generating interest amongst students may be difficult because there is often an oversaturation of events on campus.
- Students don’t often attend events that require participation (although there have been exceptions).
- Consider if students would pay to park for this event.

Examples of Events for First-Year Students
- Coffee Shop Hang-Outs
- Dinners
- Game Nights
- Hikes
- Movie Nights
- Museum trips
- Pizza Parties / In-Class parties
- Study Sessions
- Zoo trips
- Organizing a group of FYS students to attend any campus event (including festivals, crafting events, concerts (Lynxapalooza, Battle of the Bands, Showcases), speakers (Distinguished Lecturer series), Hot Topics, Open Mic Nights, etc.)
Timeline and Budget Requests:

Before you plan an event:
- Get to know your students and consider what would make students want to attend
- Think about venues
- What’s the point of the event?
  - What do you want students to know?
  - What do you want students to be?
  - What do you want students to do?
- Students are more likely to attend if you go with them or if they attend with a friend
- If need be, form a committee to help you plan the event or ask others for input.
  - Who has done this before?
  - Determine desired outcomes
- Outline a marketing campaign
- Determine your budget: What will you need to purchase? How much will it cost?

Before the event:
- Catering
- Reserve a venue (date, time, location) and any equipment you might require
- Create a “day-of” schedule:
  - Staff (if necessary)
  - Supplies
  - Set-up/Tear-down
- Develop an assessment for attendees to evaluate the event
- Walk-through the event with a committee member
- Confirm EVERYTHING in writing

Budget Requests:
- In order to request funding for an event, you will have to fill out the PAL Funding Request Log spreadsheet (online).
Things you must include in the funding request:

- Date and time of event
- Event location
- Event name
- Event purpose
- Food and supplies needed (what vendor and supplier?)
- Total estimated cost
- If delivery needed, where?

- Your name
- Your cell number

*E-mail Molly and Mercy your order after you have filled it out in the PAL Funding Request Log.

**Things to Consider:**

- Staff and volunteer training
- Ground rules and expectations
- Giveaways (social media is always a good method to promote these)
- Photographer and / or videographer
- Post-event marketing (if necessary)
- What is the risk?
- Accessible? Inclusive?
- Have a backup plan (consider the what if’s)

**Don’t forget…**

- Pens, markers, cups, napkins, utensils, music, lighting requirements, string, scissors, tape, etc.
- Collect assessments

**After the event:**

- If not already done, pay your vendors
- Process assessments
- Get feedback from volunteers / staff
- Debrief your committee
- Take notes about the successes and shortcomings of the event

**Until next time:**

- Keep clear notes
  - Dates, calendars, timelines, contacts
○ Budget vs. spending
○ Assessments

First Year Seminar Resources
Expectations for First Year Seminar Engagement

FYS PALs mentor a First Year Seminar (FYS) class during the fall semester. Below are expectations of FYS PALs:

1. **Class attendance:** You should plan to attend class at least once a week. Please consult with the professor to determine expectations for class attendance.

2. **Class participation:**
   - You should, in general, contribute to class discussions on student life, FYS workshops, campus activities, FYS lessons, and engagement activities.
   - You should take the time at the beginning of class periods, at least once per week, to communicate upcoming activities and engagement opportunities to the class.
   - In consultation with the professor, you may lead in-class discussions on academic skills.

3. **Student Support:**
   - You should set up 1:1 meetings with students to address any questions or concerns they may have.
   - You should actively encourage students to contact you to discuss any issues or challenges they face.
   - You should model the process of student success by setting up at least one study session.

4. You should serve as a bridge to encourage students to communicate with faculty.

5. You will be given a semester budget of $250 to design and offer activities for student engagement and success. Some activities may be designed with FYS course content in mind.
First PAL / Faculty Meeting

Prior to the start of the fall semester, you will meet with your FYS Professor to develop your semester plan. Some of the items in the semester plan include: PAL class attendance, expectation for PAL engagement in class, weekly or bi-weekly PAL-faculty meetings, best times for class announcements, and possibilities for class activities and events, including the use of class funds. This meeting is crucial for setting the boundaries between you and your professor of what is and isn’t acceptable.

Example of a PAL / Faculty Semester Plan:

1. **Besides contact information, how will the PAL be included in the class syllabus?**
   In the class syllabus, the professor and I decided to include a short paragraph in which I welcome them to CU Denver, introduce myself, and describe my role as their PAL.
   *Note: Example of the PAL section of the FYS syllabus is included on page 23.

2. **How often will the PAL attend class? Will the PAL introduction happen on the first day?**
   I discussed my class schedule constraints with the professor and we agreed that it would work for me to attend the FYS class in its entirety on Mondays and to attend Wednesdays for the first 15 minutes (in order to make announcements).
   Yes, we decided that I would introduce myself and my role as their PAL on the first day of class.

3. **When is the best time for PAL class announcements?**
   The professor and I decided that the beginning of class would work best for me to make announcements of upcoming events and important information.

4. **How engaged will the PAL be in class discussion?**
   During our meeting, the professor provided me with a copy of the course schedule. She made note of what days she would like to have me in attendance and which days I could choose to attend. Per our discussion, we decided that specifically, I would be very engaged in class
activities, both during class and outside the class. In addition, we decided that it would be helpful if I could assist in class discussions (such as walking around from group to group to help facilitate group discussions).

5. For which assignments should the PAL arrange study groups or editing sessions? 
At our meeting, the professor informed me that in this FYS class, the students would not be tested on the material, so study groups would not be very beneficial for the students. As an alternative to arranging study sessions, the professor suggested that I could arrange group movie nights since there are three movies that the students are required to watch on their own.

6. Will the PAL be involved in the presentation, activities, or discussions of any FYS lessons?
During our discussion, we decided that I would assist with activities both in and out of the class as well as be present and available to walk around and help with discussions. In addition, the professor suggested that I might arrange a time for the class to go together to a workshop (to fulfill the students’ requirement of attending at least one workshop outside of class). Also, in regards to me planning activities, we decided that it would be best for me to arrange group activities on campus for the week before their activities are due.

7. How often and when will the PAL and faculty schedule their “check-in” meetings?
Per our discussion, the professor and I decided that rather than set weekly or bi-weekly meetings, we would schedule meetings during her office hours when need be (particularly when I will be planning an event and desire her input, etc.).

8. What are some ideas for class and campus activities, particularly in the early weeks of the semester?
During our discussion, the professor emphasized the importance of encouraging students to get involved on campus. That is why we decided that for the activities the students have to attend, we will first try to get them involved with activities on campus. For example, I might arrange for the class to attend a movie night as a group when the campus hosts one.
In regards to class activities, we decided that I would be present to assist in activities such as the Library Scavenger Hunt that the students will be taking part in early in the semester.
We also discussed and agreed to celebrate students’ birthdays.

9. Any ideas for how to use class funds? Do you plan to pool any of your funds or operate separate budgets?
Since I am planning to host the majority of the activities on campus, this allows for more of my funds to be used to provide food/treats to the class on certain occasions, possibly on students’ birthdays. The professor and I discussed the use of our budgets and we decided that we could
share our funds if need be (I informed her that she is very welcome to use some of my funds if she needs).

**Example of the PAL Section of the FYS Syllabus:**

“Hello everyone, and welcome to CU Denver! My name is [insert your name] and I am the Peer Advocate Leader (PAL) for your First Year Seminar class. As a PAL, I will be serving as a peer mentor to all of you during your first semester of college. Whether it is connecting you to campus resources or helping you with any challenges you may face, I am here for each and every one of you. Feel free to contact me with any questions you have and I will get back to you within 24 hours. Once again, I look forward to getting to know all of you this semester. Go Lynx!”

Email: firstname.lastname@ucdenver.edu
Office Hours: 2pm-4pm Mondays and Thursdays
Office Location: Tivoli 127
PAL, Professor, and Student Interactions:

Interactions with your FYS professor:

- When you meet for the first time, here are some things you can discuss:
  - Make sure the professor knows exactly what a PAL’s role entails so that you can avoid any miscommunications. This includes letting them know that PALs are not teaching assistants, tutors, etc.
  - You are welcome to collaborate with the professor on events, whether in or out of class.
  - Always act professional.
  - Be warm and engaging.
  - Make sure the professor knows how excited you are to be working with them!

Contact Information to Provide to Professor and Students:

Email: name.name@ucdenver.edu

Phone: You are not required to provide your phone number if you do not feel comfortable doing so.

- Specify times when you will answer their phone calls or text messages (i.e. limiting communication to business hours: weekdays from 8am - 5pm).

Boundaries Regarding your Role as a PAL with the Students:

- You are encouraged to define your boundaries with your students.
- You can be friendly and approachable with the students but you are not their BFF! Remember that there is a professional relationship that needs to be maintained between you and the students.
- You are not a teaching assistant so don’t grade papers or help the students with homework or studying for their tests. But you can give them tips and methods on how to study (flashcards, study groups, reviewing material, etc.). You can point them towards campus resources where they can receive assistance.
● Feel free to discuss thoughts about boundaries with other PALs, PAL Leaders, the Graduate Assistant, and the PAL Coordinator if you have questions or concerns.

What To Do On The First Day of Class?

Surveys:
● On the first day of class, you may hand out surveys to the students. Doing so will help you get a clear idea of what the students are excited about and concerned about in regards to their first semester. Some students may be nervous to directly ask questions and may be more willing to write them on a survey.
● This is also a great way of finding out what types of events your students are interested in attending. Consider giving them some options and have them choose 2-3 activities that they would be interested in attending.
● The surveys are helpful to refer back to during your 1:1 meetings with the students.
● Consider individually emailing the students in response to the surveys. Answer their questions, address their concerns, and personally welcome them to the university.

Examples of Questions to Include on the Survey:
1) Name and major.
2) What are you most excited about?
3) What are you most nervous about that won’t be remedied in one week? (You cannot say: finding classes or general failure. Try to dig deeper).
4) My job is to connect you to your campus and to each other. Are there specific questions that you have about anything regarding your experience here, your campus, or meeting your peers?
5) What do you expect from a peer mentor?
6) We will be doing 2-3 activities outside of class this semester. Please circle all the ones that you would be interested in attending (See the Planning an Event section for more event ideas to include):
   a) Bowling
   b) Ice skating
   c) Dinner
d) Visit the Art Museum

e) Go to a Rockies or Nugget Games

f) Game Night

g) Other:

Selfies:
A good way to learn names quickly and to acquaint students with their new university email account is to have them email you a selfie from their phone. It is helpful to combine the information from the surveys and the photos to create flashcards. You can use these flashcards during your 1:1 meetings to spark conversations and to set goals for the semester.

- **Selfie Assignment Description on Survey:**
  “Your first assignment from me is to take a selfie! Please email a photo of yourself with your preferred name FROM YOUR UNIVERSITY EMAIL to my university email (name.name@ucdenver.edu). You can do this from your phone or a computer, but it must come from your university email in order to get credit. Please reach out to me if you need help getting into your email or getting it synced on your phone.”

Talking Points for the First Day of Class:
- Introduce yourself and what you do as a PAL (see the Syllabus Section)
- Encourage students to be an involved student, not a “Parking Lot-Campus-Parking Lot” (PCP) student.
- Give students Campus Police Phone Numbers
- Briefly introduce helpful campus resources (LRC, Writing Center, Nightrider Service, Food Pantry, etc.)
- Answer students’ questions

First Day Activities:
- Icebreakers or get-to-know-you activities (i.e. activities to learn names)
- Examples:
  - *Two Truths and a Lie*
  - *Chain Link*
  - *Name Game*

* For more activity ideas and descriptions, see the PAL training videos
How To Conduct One-on-One Meetings

What are One-on-One (1:1) meetings? Why are they important?
- 1:1 meetings are individual meetings that you hold with your students.
- These meetings cultivate a closer relationship between you and your students.
- They provide an opportunity for students to ask questions in a safe and welcoming environment.
- By holding these meetings, you can easily assess where each student is in their transition to college and in which areas they need assistance or resources.

What should I discuss during the meeting?
- What is the student most excited for and most nervous about in regards to college?
- What extracurriculars are they / have they been involved with?
- Have students sign-up for OrgSync if they have not yet done so.
- Show students the Workshop Calendar, located on Canvas, and the Office of Student Life Event Calendar, located on the OSL website.
- Have students set goals for the semester (personal and academic).
- Ask if the student has any questions or issues regarding their university email or Canvas.
- Ask if the student has any other questions or problems about college or their transition to college.

What should I expect during the meeting?
- Every student is different! Feel free to tailor what you discuss to that particular student’s needs.

When should I hold 1:1 meetings?
- Depending on the professor’s requirements, you are welcome to hold these meetings either at the beginning of the semester or towards the middle of the semester.
  - Beginning of the Semester (1st-3rd week of the semester)
  - Middle of the Semester (4th-6th week of the semester)
● 1:1 meetings may be held during your office hours or before / after class.

**Where should I hold these meetings?**

● You are welcome to meet-up with your student in the PAL Lounge, but we ask that you take the meeting elsewhere to ensure that the PAL Lounge isn’t overcrowded. For your convenience, you may take the students to other places such as:
  - other locations in Tivoli (like Starbucks)
  - Auraria Library
  - North Classroom
  - Academic Building

**How long should the meetings be?**

● This is up to you, however the recommended length is 15-25 minutes.
● Depending on how long the conversations last, the length of the meetings may vary.

**How are these meetings incorporated into the class?**

● Depending on what the FYS professor requires, these meetings can either be *required*, *optional*, or count towards *extra credit*.
● We recommend that 1:1 meetings are *required* so that you can assess where *every* student is at that point in the semester.
● If the professor has made it a *requirement*, more students are likely to attend.
● If it is *optional* or *extra credit*, consider asking your professor to make it *required* when you meet them for the first time and are planning for the semester.

**Other Tips:**

● Have students sign-up for an appointment (by passing around a sign-up sheet in class, by making a Doodle Poll, etc.)
Tips for Presenting to FYS Students

As PALs, we present information to our mentees in a relatable way because we were all first-year students at one point. Below you will find tips on how to give successful presentations to your FYS students. Always work with your professor to determine what topics you would like to present and how much time you will have to do so.

Presentation Tips

- **Plan:** Take a good amount of time in office hours to have a game plan for your presentation. Determine what type of a presentation you want to give: is it a lecture or a discussion? How interactive will it be for your mentees? Take short notes or create a PowerPoint that will help you keep your presentation structured. Have an idea of what you want to say and organize the main points you want your audience to take away from the presentation. You may use other visual aids as well.

- **Practice:** The more you practice, the easier presentations become and the more comfortable you become giving them. It is helpful to run through presentations and activities beforehand with other PALs, your professor, or a friend. While practicing, think about the timing of your presentation.

- **Good Posture and Body Language:** Be conscious of your body movements during the presentation. Actions like swaying or fidgeting can distract your audience from what you are trying to say. Maintain eye contact with your entire audience while you present.

- **Don't Include too much Information:** Be clear and concise with what you present so that your audience doesn’t get lost in the presentation. Do not overwhelm them with too much information. Keep it simple.

- **Be Relatable:** Be genuine with your mentees about the topic you are presenting. Show your mentees that you care and are passionate about the subject. It is important to be yourself and to relate your experiences to the topic you are presenting.

- **Encourage Questions:** This can be a great way to engage your audience during a presentation and it can give you a break from speaking.
- **Have a Strong Conclusion:** Make sure that in wrapping up your presentation you highlight the most important information that you want your audience to remember. Recapping the most important points is crucial.

**Skills Lessons on Canvas for In-Class Workshops**

Spend some time looking through the documents on canvas. There are numerous documents and worksheets on canvas called Skills Lessons that you can use when presenting information to your FYS class. The canvas materials are useful in knowing what topics to present and how to present them but always feel free to add in your own twist or find a different activity with the collaboration of your of your professor. The following activities and topics are ones that PALs have traditionally presented to their mentees.

**Time Management: Activity Examples**

- The following are the time management activities located under Modules on Canvas that can be presented to your students. Time management may be a tricky subject to present because it is a hard skill to master. Always talk about your personal experience and your own strategies for managing your time.
  - Goals, Priorities, and Procrastination
  - Procrastination Quotient
  - Time Log (Hourly)
  - Weekly Time Monitor
  - **One Minute Counting Activity:** The purpose of this activity is to get your audience to understand their perception of time and serves as a good warm-up for a time management activity. Begin by having participants stand up and instruct them to close their eyes. Instruct them to sit down after one minute has passed without them having any indication of time and without counting. After this introductory activity, discuss what was challenging about it and transition into the main activity.

**Campus Resources: Activity Examples**

- **Campus Scavenger Hunt:** The Campus Scavenger Hunt is an activity designed so that first-year students can learn about and visit various campus offices. A worksheet for the
scavenger hunt will be available under Modules on Canvas. There are many ways to add onto this activity. In the past, PALs have had their mentees take a creative group selfie at each location and the most creative selfies win. It is also beneficial to debrief after the students return so that they can share what they learned.

- **Campus Scenarios:** These scenarios are based off of real student experiences on campus to ensure that first-year students can relate. The Canvas worksheet can be presented in a group discussion or even as a trivia game depending on how you want to conduct the activity and how much time you have. Do your homework for this activity and make sure you know the answers to each scenario.

**Non-PAL Campus Workshops for FYS students**

Many campus offices offer workshops on topics that PALs do not have enough training to present. Referring your students to the following workshops or inviting these offices, with your professor, to conduct in-class workshops is the best way to ensure that your mentees receive accurate information on these topics.

**Career Center:**
The Career Center offers the following presentations and workshops:

- DreamBIG! Workshop
- Stress and Choosing a Major
- Strong Interest Inventory (SII)
- StrengthsQuest (SQ)
- The Myers-Briggs Type Indicator (MBTI)
- Résumé Basics
- Advance Résumé Writing

Contact Info: careercenter@ucdenver.edu
For more information, visit:
www.ucdenver.edu/life/services/careercenter/facultyandstaff/Pages/Presentations-Offered.aspx

**Counseling Center:**
The Counseling Center offers the following workshops:

- Stress Less
- Getting What You Want in Relationships
- Peace of Mind
- Managing Your Mood

For more information, visit:
www.ucdenver.edu/life/services/counseling-center/workshops/Pages/default.aspx
**Experiential Learning Center:**
The Experiential Learning Center offers the following workshops:
- LinkedIn
- Communication Styles
- Inclusive Professional Dress Workshop
For more information, visit:
www.ucdenver.edu/life/services/ExperientialLearning/Pages/default.aspx

**Financial Aid and Scholarships Office:**
The Financial Aid and Scholarships Office offers the following workshop:
- Paying for College with Financial Aid and Scholarships
For more information, visit:
www.ucdenver.edu/student-services/resources/CostsAndFinancing/FA/Pages/FinancialAid.aspx

**Financial Literacy (Admissions & K-12 Outreach):**
Financial Literacy offers the following workshop:
- Financial Literacy and Wellness: Start Building Today to Protect your Tomorrow
For more information, visit: www.ucdenver.edu/financialliteracy

**Health Center at Auraria:**
The Health Center at Auraria offers the following workshops:
- It’s Crunch Time
- Wisdom, Yoga, and Meditation
- Stress Less with Mindfulness
- Self Defense Workshop - Stop Assault FAST: Level 1
For more information, visit: www.msudenver.edu/healthcenter

**Learning Resources Center:**
The Learning Resource Center offers the following workshops:
- Ace My Tests - Test Taking Skills
- Building Bridges - Communicating with Your Professors
- College Survival 101
- Conquering Essay Test Taking
- Effective Note Taking
- Great Ways to Study - General Study Tips
- Time Flies, But You’re the Pilot! - Time Management
- Styles & Intelligence - Learn Yours!
- Procrastination Domination
- Testing with Less Stressing - Test Anxiety
- Think for Yourself - Developing Your Critical Thinking Skills

For more information, visit:
www.ucdenver.edu/life/services/LRC/Pages/Tutorial-Services-Info.aspx

**Phoenix Center**

The Phoenix Center offers the following workshops:
- Interpersonal Violence 101
- You Don’t Need a Cape to Be a Superhero!
- Stop Assault FAST!
- Healthy Relationships
- Bystander Intervention
- Media Literacy
- Minorities in the Media
- Gender Construction

For more information, visit: www.thepca.org/violence-prevention-education

**Student Conduct & Community Standards:**
- Beer Goggles and Bartending School
- Welcome to High County

*Note: These workshops change from semester to semester so it is best to contact the Student Conduct & Community Standards Office during the semester to see what workshops are currently available.

For more information, visit:
www.ucdenver.edu/life/services/standards/wellness/Pages/default.aspx

**Writing Center**

The Writing Center offers the following services:
- In-class Information Session
- Application Essays, Letters, and Statements
- Arguments and Thesis Statements
- Crafting a Literature Review
- Effective Revision
- Effective Resumes and Cover Letters
- Tackling Common Errors in English Grammar
- MLA and APA Basics
For more information, visit:
www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/infoFaculty/Pages/Helping-Your-Students.aspx

LGBTQ Student Services Center
The LGBTQ Student Services Center offers the following workshop:
  ● Safe Zone Training
For more information, visit: www.msudenver.edu/glbtss/programs

General Resources
Phone, Email, Computer, and Copier Etiquette

Phone:
- Office Phone Numbers:
  - The PAL Lounge: 303-556-5801
  - Lynda’s Office: 303-352-3601
  - Molly’s Office: 303-556-5806
- When answering the phone in the PAL Lounge, you should answer: “CU Denver Office of Student Life PAL Lounge, this is ___. How may I help you?”

Email:
Email is the official means of communication at the University of Colorado Denver. Please follow these guidelines:
- Whenever you send an email (to staff, faculty, students, etc.) you should always use professional language.
- Include a greeting, the purpose of the email, any action items that need to be completed, and a formal signature.
- Proofread!

Computer:
You are welcome to use any computer in the PAL Lounge to do your work.
- Login Information:
  - Username: PAL
  - Password: Butter01
● Printing is enabled on all computers with this log-on.
● **PLEASE DO NOT LOGIN USING YOUR UCD CREDENTIALS, AS THIS AFFECTS THE PAL LOGIN.**

**Copier Machine:**
- Code: 23602
- Please print/copy/fax/scan only if absolutely necessary and if related to your PAL work. No personal use without approval.
- Try to use black and white and double-sided printing whenever possible so as to reduce operating costs.