Greetings SJSU Faculty Member,

Thank you for your interest in learning more about the Peer Mentor Program. A Peer Mentor can serve as a wonderful contribution to the classroom and to the first-year college experience for many students. Attending San Jose State University for the first time can be a challenging journey. Our program believes that connecting students to a peer role model can assist them with the personal, social, and academic support they need to succeed.

Peer Mentors are trained student leaders who provide guidance and resources for first-year students to navigate the college process. The Peer Mentors partner with faculty in order to promote college success within and beyond the classroom environment. Their key responsibilities involve attending the assigned class, role modeling effective student habits, mentoring during individual sessions, facilitating educational workshops, sharing academic strategies, and providing campus referrals.

If you are interested in working with the Peer Mentor Program for the 2013 spring semester, please complete the required application items by Wednesday, November 21, 2012 at 5:00 PM.

1. Submit the online Faculty Application form.
2. Email the spring course syllabus or syllabus draft to Pauline Le at Pauline.Le@sjsu.edu.

Please carefully read through the classroom guidelines and faculty agreements in this information packet before completing the faculty application form. Participating faculty will be selected based on the application material, course format and flexibility, and Peer Mentor schedule availability. All applicants will be notified by early December on their status for the Peer Mentor program.

I look forward to receiving your application. Thank you for considering the Peer Mentor Program and contributing to college student success.

Sincerely,

Pauline Le
Assistant Director, Peer Mentor Program and Educational Skills Development

ABOUT PEER CONNECTIONS

The Peer Mentor Program is part of SJSU’s newly formed Peer Connections department, which provides campus-wide mentoring and tutoring services. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. More information on hours, locations, services, and the workshop calendar can be found online at http://peerconnections.sjsu.edu/ or by calling (408) 924-2587.
PEER MENTOR PROGRAM: CLASSROOM GUIDELINES

These guidelines provide an overview of the Peer Mentor Program and classroom expectations for working with a Peer Mentor. The most effective class experience with a Peer Mentor involves a collaborative relationship between the Peer Mentor and the faculty member, classroom involvement with the Peer Mentor, and strong faculty support. Please read through the following guidelines to determine whether the program is an appropriate fit for your course requirements and learning outcomes.

I. GENERAL PEER MENTOR ROLES AND DUTIES

PEER MENTOR DEFINITION
A Peer Mentor is a trained student leader who is knowledgeable about the college experience. The Peer Mentor has developed skills in order to effectively guide other students in the college transition process, assist in the student development of personal, social, and academic skills for college success, and serve as a supportive campus resource.

PEER MENTOR ROLE
1. The Peer Mentor actively listens and engages students in the process to become independent learners.
2. The Peer Mentor provides support to students that address their personal, social, and academic situations and skills development.
3. The Peer Mentor serves as an experienced guide and role model for students to effectively navigate and transition to the college process.
4. The Peer Mentor serves as the connecting link between students and the SJSU campus culture by providing campus-related resources, information, and referrals.

II. PEER MENTOR AND CLASS TIME

CLASSROOM INVolVEMENT
Most of the positive interactions between the Peer Mentor and the students will take place in the classroom. The Peer Mentor will work with the faculty to create a sense of community within the classroom. The Peer Mentor will attend class on a regular basis, make classroom observations, and actively participate in the class when possible. The Peer Mentor is available to assist the instructor with facilitating classroom discussions and small group activities.

CLASSROOM ACTIVITY TIME
Faculty are asked to provide the Peer Mentor regular class time for brief classroom announcements, updates on events and campus activities, check-ins with the students, and to facilitate a college success presentation or workshop. The times and topics will vary depending on the instructor’s schedule, syllabus format, classroom needs, and the Peer Mentor strength areas. The topics and activities will be determined between each instructor and Peer Mentor in advance. College success topics may include: transition from high school to college, getting involved on campus, introduction to campus resources, note-taking, research and citations, time management, classroom presentations, goal-setting, and study strategies.

III. PEER MENTOR AND MENTEES

MENTORING SESSIONS
It is important that the Peer Mentor has the opportunity to meet with mentees in a one-on-one session. These private mentoring sessions allow the Peer Mentor to discuss the student’s personal or academic needs, share college success strategies, discuss any challenges with the class or with college transition, and to provide proper referrals to campus services. While the session details are confidential, the Peer Mentor can share general concerns and constructive feedback from the sessions with the faculty member. Class instructors are expected to require that their students meet with their Peer Mentor at least twice per semester in order to support the mentor and mentee relationship. In the event that a follow-up is needed, it is important that the Peer Mentor can reach out to students individually via email communication.
III. PEER MENTOR AND MENTEES

OUTSIDE CLASS ACTIVITIES
The Peer Mentor serves as an important connection to campus life and involvement opportunities. In addition to making regular announcements for campus events, the Peer Mentor may forward updates to students via email, distribute flyers, or share the information on the classroom board. Peer Mentors may coordinate academic or social activities outside of class, which can vary from facilitating or attending academic workshops, leading a study group, providing a campus tour, or attending campus events. Instructors are expected to support these outside class activities and actively encourage mentee participation. All faculty members will receive a Peer Connections spring workshops calendar, which covers a breadth of college success topics. At the instructor’s discretion, classes may be required to attend one of the Peer Connections workshops or may be given extra credit for their attendance.

IV. PEER MENTOR AND FACULTY

FACULTY AND PEER MENTOR MEETINGS
The faculty member and the Peer Mentor are expected to meet at least once prior to the start of the semester to discuss roles, expectations, working styles, and program goals. Since the Peer Mentor and faculty relationship is a collaborative one, it is important to meet regularly throughout the semester to discuss the progress of the class, share feedback, and to address any issues or challenges. These meetings are a valuable opportunity for the instructor to receive feedback about students overall progress and ideas for enhancing the classroom experience. In addition, faculty can provide professional feedback for the Peer Mentor’s performance, activity ideas, and strategies for engaging with students.

ASSESSMENT
Due to the comprehensive nature of the Peer Mentor role, there are various assessments conducted per semester. Assessments are completed by all participants in order to ensure that the students’ personal and academic needs are addressed, that the Peer Mentor program is effectively assisting students, and that the program experience for the Peer Mentor and faculty is a valuable one.

- **Class Pre-Evaluation:** The students assess their confidence levels of college success skills, educational tasks, and semester goals. Distributed within the first two weeks of the semester.

- **Class Post-Evaluation:** The students assess their confidence levels as compared to the Pre-Evaluation, the effectiveness of the Peer Mentor, and level of engagement with the Peer Mentor program. Distributed within the last two weeks of the semester.

- **Classroom Observation:** The Peer Mentor supervisor will schedule a class visit for roughly 30 minutes to observe the Peer Mentor’s activity, facilitation style, and level of student participation. The observations will take place throughout the semester, with advance permission from the instructor.

- **Peer Mentor Evaluation:** The Peer Mentor assesses personal and professional development within the program, working partnership with the instructor, and Peer Mentor Program feedback. Completed within the last two weeks of the semester.

- **Faculty Evaluation:** The faculty member assesses the Peer Mentor’s personal and professional development within the program, working partnership with the Peer Mentor, and Peer Mentor Program feedback. Completed within the last two weeks of the semester.
As an easy reference, the information from the classroom guidelines have been condensed into a list of outlined agreements. Please read through the guideline agreements prior to submitting the online Faculty Application form. If a faculty member is assigned to a Peer Mentor, the faculty member agrees to uphold the following program guidelines.

I. GENERAL PEER MENTOR ROLES AND DUTIES

A. UNDERSTANDS AND SUPPORTS THE PEER MENTOR ROLE.

   a) The Peer Mentor role is focused on providing personal, social, and academic support for students. Peer Mentors promote general academic success, not content tutoring.
   b) Peer Mentors can support students academically by clarifying the assignment prompt, posing critical thinking questions, assisting with research resources and citations, and sharing academic study strategies.
   c) Peer Mentors are not Teaching Assistants and should not be tasked with grading assignments, substituting during instructor absences, or proctoring exams.

II. PEER MENTOR AND CLASS TIME

B. PROVIDES OPPORTUNITIES FOR CLASSROOM INVOLVEMENT.

   a) Encourages the Peer Mentor to actively participate in the class, and to assist in facilitating discussions and course activities as appropriate.
   b) Provides the Peer Mentor with a course syllabus, the course text (if applicable), and course assignments as a reference.

C. PROVIDES TIME FOR PEER MENTOR CLASSROOM ACTIVITIES.

   a) Provides a minimum of 5 – 10 minutes weekly for classroom announcements, check-in time, and answering college questions.
   b) If possible, provides additional time for the Peer Mentor to facilitate classroom activities, presentations, or educational workshops.

III. PEER MENTOR AND MENTEES

D. REQUIRES AND SUPPORTS PEER MENTORING SESSIONS FOR THE STUDENTS.

   a) Requires students to meet with their Peer Mentor at least twice per semester.
   b) Shares the class email list with the Peer Mentor or allows the Peer Mentor to request class emails. Emails will be utilized by the Peer Mentor in an appropriate and professional manner.

E. SUPPORTS STUDENT INVOLVEMENT AND OUTSIDE CLASS ACTIVITIES.

   a) Supports the Peer Mentor in promoting academic and social events during class announcements and via email.
   b) If possible, encourages the students to attend Peer Mentor academic events or workshops through the use of classroom incentives.

IV. PEER MENTOR AND FACULTY

F. MEETS WITH THE PEER MENTOR TO SHARE FEEDBACK.

   a) Meets with the Peer Mentor at least once before the semester begins and throughout the semester on a regular basis.
   b) Provides guidance to the Peer Mentor to better assist her/his performance, activity ideas, and overall engagement with the students.
   c) Open to receiving feedback from the Peer Mentor on students’ overall progress and on enhancing the classroom’s educational experience.

G. PROVIDES CLASS TIME TO COMPLETE THE FOLLOWING PROGRAM ASSESSMENTS.

   a) Class Pre-Evaluation. Distributed within the first two weeks of the semester.
   b) Class Post-Evaluation. Distributed within the last two weeks of the semester.
   c) Classroom Observation. Ongoing throughout the semester, with advance permission from the instructor.
   d) Peer Mentor Evaluation. Completed within the last two weeks of the semester.
   e) Faculty Evaluation. Completed within the last two weeks of the semester.