

Freshman Interest Group Peer Advisor Job Description 2004-2005

One of the signature points of the Freshman Interest Group (FIG) Program is the utilization of Peer Advisors who play a critical role in connecting the classroom to the living room. Each FIG will have one Peer Advisor. This is a yearlong commitment. In the fall, the Peer Advisor is required to fulfill the role of a Peer Mentor in a specialized section of University 102, but also to set-up outside of the class field trips, events with faculty members and study groups. These specialized FIG sections of University 102 will cover the traditional Freshman Seminar themes, but will only be taught by a faculty member and the Peer Advisor. In the Spring, the Peer Advisor will be required to independently teach a weekly one unit seminar. Peer Advisors must be available in late August for training. The FIG Peer Advisor position is a highly specialized position that relies on the energy, creativity, and commitment of the individuals selected as Peer Advisors.

Job Responsibilities

1. **Fulfill Job Responsibilities of an EMT Peer Mentor (Job Description Attached)**
Co-teach University 102: Freshman Seminar that explores the curriculum of the FIG courses, finds connections between the coursework and the “real world”, develops skills essential to academic success, and invite faculty members to participate in the residential community.
2. **Connect Classroom Initiatives to the Living Community**
Prepare outside of class events to enhance the classroom learning in the specialized FIG classes through social events and field trips. Meet one on one with students several times outside of class. Coordinate study groups and tutoring sessions.
3. **Teach a One Unit Spring Semester FIG Seminar**
Develop the curriculum, determine day and time of course, create syllabus, and evaluate student success.
4. **Coordinate with FIG Block Curriculum Faculty**
Maintain contact with FIG faculty to monitor student progress and keep informed of students’ assignments and due dates.
5. **Work Collaboratively With FIG Community Service Advisors (CSA)**
Communicate effectively with the CSAs to mutually build a positive learning environment for each FIG resident.

Specific Expectations

1. Coordinate academic support programs on skills essential to academic success.
1. Make appropriate referrals to campus resources, including other Residential Life staff members.
3. Build individual relationships with FIG participants to help them transition into college and succeed academically.
4. Understand the importance of creating a connection with the students during the very critical first two weeks.
5. Respond to student assignments and questions in a timely manner, typically within three days.
6. Arrange and/or facilitate study groups and tutoring sessions for FIG participants.
7. Meet individually with FIG participants on a regular basis to develop a personal relationship that will help them with transition issues, academic concerns, identifying their academic goals, and helping them to achieve their goals.
8. Meet regularly with faculty teaching FIG courses to foster a positive working relationship. Keep faculty member informed of the activities of the FIG. Strategize ways to connect activities outside of the classroom with learning that is taking place inside the classroom.
9. Invite FIG faculty to special programs, meals, or events with the FIG and/or Residential Community several times each semester.
10. Collect the syllabi from the FIG courses and create a "Test & Paper Calendar" that will identify important dates in a FIG participant's academic calendar. **The month of August should be complete by August 20, 2004.**
11. Provide programming appropriate to the theme of the FIG. This programming can include, but is not limited to guest lectures, field trips, community service, projects, special meals, etc.
12. Assist in the assessment and evaluation of the FIG program and the Cabernet Living and Learning Community.
13. Utilize the knowledge and resources of the Graduate Assistant.
14. Attend all mandatory Peer Mentor and Peer Advisor meetings/trainings.

15. Make yourself visible in Merlot and Pinot by hanging out with residents in their apartments, going to CSA programs, or having your own activities in those buildings.
16. Check your FIG mailbox in the Zinfandel service desk at least twice a week.
17. Continue FIG career exploration and student transitions in your own one unit FIG seminar class Spring semester.

EMT Peer Mentor Job Description 2004-2005

The purpose of the EMT Peer Mentor is to contribute to the retention of students at Sonoma State University by assisting with the facilitation and delivery of services to students in Freshman Seminar class(es) (UNIV 102).

As a member of the Educational Mentoring Team, the Peer Mentor will assist in helping students to achieve the following goals:

- Build a mentoring relationship between the students, a faculty member, a member of the professional staff, and a peer mentor;
- Introduce students to the programs, services, and facilities available to assist them in the transition from high school to college;
- Identify and create specific techniques to help students develop the skills to achieve their academic goals;
- Acquaint students with diversity as an integral part of the University education;
- Help students develop a support group among their peers.

Position Requirements

Specifically, the EMT Peer Mentor is expected to engage in the following activities:

- A. Be available to be meet with Freshman Seminar students during the fall semester.
- B. Encourage, promote, and participate in out-of-class activities with students.
- C. Encourage communication via e-mail and in person.
- D. Assist the other members of the team to foster a sense of community and trust in the classroom by modeling risk-taking and self-disclosure.
- E. Assist to provide a safe and confidential atmosphere in class and in individual relations with students.
- F. Assist in creating and promoting an environment in which each individual is respected.
- G. Demonstrate an understanding of individual differences and the implications for successful interpersonal relationships - encouraging students to do the same.
- H. Assist to create a classroom environment that is open to all points of view.
- I. Assist in encouraging students to develop short-term goals for personal and academic achievements during their first semester at SSU.
- J. Assist to encourage students in developing long-term goals for attending college.
- K. Be knowledgeable about, and encourage students to utilize academic support and other services on campus.
- L. Encourage and promote out-of-class activities, especially on campus events.
- M. Promote and participate with students in campus cultural activities.

- N. Promote and encourage involvement in student organizations and advertise involvement opportunities.
- O. Assist to create an environment in which University and classroom standards for the students' honor is established.
- P. Meet one-on-one with each student in your class at least twice during the semester
- Q. Attend all required meetings
- R. Respond to student assignments and questions in a timely manner, typically within three days.
- S. Encourage appropriate student conduct and academic habits through positive role modeling.

Conduct Expectations for Peer Mentors

As a student leader, Peer Mentors are expected to serve as a role model and follow all University regulations. A complete list of student policies can be found beginning on page 25 of the 2003-2004 Student Planner.

Because of the special relationship that a Peer Mentor has with the members of their section of Freshman Seminar, additional policy considerations may apply.

Special Conduct Expectations Regarding Dating

Are there any special policies regarding dating and sexual relations that relate to me while I am serving in the Peer Mentor position?

Yes, there are important considerations that need to be made regarding dating and sexual relations. Your position as a University staff member and the nature of your responsibilities as a Peer Mentor necessitate special policies regarding these issues. These policies and the consequences for violating them are outlined below.

Dating/Sexual Conduct

Keep in mind that you are the Peer Mentor working with twenty-eight students and intimate interactions with one or two could jeopardize the relationship you have with others in your class.

1. Dating students in your class:

Expectation: Peer Mentors will not date or have sexual relations with a student in his/her class. If a relationship begins, talk to Julie Greathouse immediately.

Consequences: A Peer Mentor who dates or engages in sexual relations with members of his/her class will be subject to formal disciplinary action, which may include termination.

Special Conduct Expectations Regarding Alcohol Use

Are there any special policies regarding alcohol use that relate to me while I am serving in the Peer Mentor position?

Again, yes. There are important considerations that need to be made regarding alcohol use. Your position as a University staff member, as well as the unique peer relationship that is a part of the Peer Mentor position, necessitate special policies regarding issues related to alcohol use. These policies and some consequences for violating them are outlined below:

1. Underage-on campus:

Expectation: Peer Mentors who are underage will follow the State law, which states that you cannot drink legally until you are the age of 21. Furthermore, Peer Mentors who are under the age of 21 cannot drink on campus.

Consequences: Termination of the job and university sanctions

2. Underage off-campus-University sponsored event:

Expectation: Peer Mentors who are underage will follow the State law, which states that you cannot drink legally until you are the age of 21. Furthermore, we expect that Peer Mentors under the age of 21 will not drink off-campus at University sponsored events.

Consequence: Termination of the job for first offense

3. Underage off-campus-Non University sponsored event at which members of the class are present

Expectation: Peer Mentors who are underage will follow the State law, which states that you cannot drink legally until you are the age of 21. Furthermore, we expect that Peer Mentors under the age of 21 will not drink off campus when students in their class are present.

Consequences: Discussion with Julie Greathouse and possible termination

4. 21 and over-on/off-campus with students

Expectation: We expect that Peer Mentors will not drink on or off-campus with students in their class.

Consequences: Discussion with Julie Greathouse and possible termination

Special Conduct Expectations Regarding Drug Use

Are there any special policies regarding the possession and/or use of drugs that relate to me while I am serving in the Peer Mentor position?

Yes. ESAS has a zero tolerance for the use of illegal drugs. The policy and consequences for violating the drug policy are below:

Expectation: Peer Mentors will not use or possess or be under the influence of any type of illegal drug on campus. Peer Mentors will not use any illegal drugs in the presence of a member of his/her class either on or off-campus. Furthermore, Peer Mentors will not possess nor use any type of drug paraphernalia while on campus.

Consequences: Termination of job and university sanctions

Special Conduct Expectations Regarding Recruiting For Membership In Fraternities And Sororities:

A primary role of the Peer Mentor is to develop community among members of their class. In order to develop a sense of community, the Peer Mentor strives for an environment of inclusion.

The relationship established between members of a fraternity or a sorority is a special bond. Recruiting individual members of the Freshman Seminar class to rush a fraternity or sorority serves to create a separate connection with the class. Peer Mentors are discouraged from inviting individual members of their class to attend rush parties.

Also, the presence of alcohol either during Greek rush or active members' events during the semester may place the Peer Mentor in the position of violating our policies as it relates to alcohol.