

A Leader?

By Kathryn E. Nelson

I went on a search to become a leader.

I searched high and low. I spoke with authority, people listened but alas, there was one who was wiser than I and they followed him.

I sought to inspire confidence but the crowd responded, "Why should we trust you?"

I postured and I assumed the look for leadership with a countenance that glowed with confidence and pride. But many passed me by and never noticed my air of elegance.

I ran ahead of others, pointing the way to new heights. I demonstrated that I knew the route to greatness. And then I looked back and I was alone.

"What shall I do?" I queried. I've tried hard and used all that I know.

And I sat me down and I pondered long.

And then I listened to the voices around me. And I heard what the group was trying to accomplish.

I rolled up my sleeves and joined in the work.

As we worked I asked, "Are we all together in what we want to do and how to get the job done?"

And we thought together and we fought together and we struggled towards our goal.

I found myself encouraging the fainthearted. I sought the ideas of those too shy to speak out.

I taught those who had little skill. I praised those who worked hard.

When our task was completed, one of the groups turned to me and said, "This would not have been done but for your leadership."

At first I said, "I didn't lead, I just walked with the rest."

And then I understood, leadership is not a goal. It's a way of reaching a goal.

I lead best when I help others to go where we've decided we want to go.

I lead best when I help others to use themselves creatively.

I lead best when I help others to use their leader, and I focus on my group, their needs and their goals.

To lead is to serve, to give, to achieve, **TOGETHER.**

Peer Leader Archetypes

Jean M. Henscheid, Fellow, National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina

The Critical and Supportive Other-This peer leader understands their role as an educator first. They organize or suggest thoughtful, engaging, and challenging activities to facilitate learning and see the students' intellectual and social successes at the institution as their primary responsibility. They are careful to put learning first and friendship second, but know that the best learning occurs in a secure environment where risk-taking is encouraged. They are mature, confident, organized, flexible, and collaborative.

The Crisis Counselor-This peer leader hones in on the often predominant emotional needs of first year students to the exclusion of intellectual transition issues. They may fail to appropriately refer students in emotional need to individuals certified to manage these issues and may even foment crisis to maintain their status as the students' personal advisor and confidant. They may not be confident in their abilities to facilitate the intellectual growth so may compensate by overemphasizing emotional issues.

Ebenezer-This peer leader relishes their authority role over near-peers and may exhibit unnecessarily authoritarian or gruff behaviors. They may interpret their role as that of disciplinarian and seek opportunities to inappropriately punish student behavior. They may wish to highlight their institution-savvy or intellectual acumen by pointing out the new students' lack of knowledge. A less surly variation of Ebenezer is Charlie Brown's teacher who has experienced school as a series of lectures, assignments, and quizzes and chooses to replicate their behavior for the students in their class.

The Cool One-This peer leader works to build friendships with the students by "dissing" the norms and expectations of the institution. At their worst, this peer leader may attempt to "buy" the students' friendship by extending invitations to inappropriate social activities, laughing off missed assignments, and focusing the students' attention on social issues. They may go so far as to offer suggestions for circumventing institution policies. A more benign version of "The Cool One" is "The Friend Seeker," who may succumb to peer pressure from the students to lower the academic standards of the class in order to gain the students' affection.

The Disorienter-This peer leader may have the best intentions of the students at heart but has not mastered the art of organizing their responsibilities, managing their time, or saying no to too many obligations. They may arrive late to class or other appointments, fail to complete tasks, or forget important activities. They may respond by being self-deprecating and offering continuing promises to change or they may become defensive and shift blame.

College Student Awareness Assessment

Adapted from the *Peer Mentor Companion of Utah Valley State College*

This activity will help Peer Leaders determine which archetype they fit into.

Intellectual Awareness

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | I make informed decisions about how I study. | 0 | 1 | 2 | 3 | 4 |
| 2 | I think of creative ways to learn new concepts and difficult subjects | 0 | 1 | 2 | 3 | 4 |
| 3 | I relate new information to things I already know. | 0 | 1 | 2 | 3 | 4 |
| 4 | I understand my own learning process and preferences. | 0 | 1 | 2 | 3 | 4 |
| 5 | I think critically about my assumptions and biases. | 0 | 1 | 2 | 3 | 4 |

Total ____/20

Resource Awareness

- | | | | | | | |
|----|--|---|---|---|---|---|
| 6 | I can resist impulses and delay gratification. | 0 | 1 | 2 | 3 | 4 |
| 7 | I recognize the limitations of my resources. | 0 | 1 | 2 | 3 | 4 |
| 8 | I set goals and use my resources to achieve those goals. | 0 | 1 | 2 | 3 | 4 |
| 9 | I take responsibility for my use of time and money. | 0 | 1 | 2 | 3 | 4 |
| 10 | I view time and money as resources, not as restrictions. | 0 | 1 | 2 | 3 | 4 |

Total ____/20

Physical Awareness

- | | | | | | | |
|----|--|---|---|---|---|---|
| 11 | I get sufficient sleep to maintain my health. | 0 | 1 | 2 | 3 | 4 |
| 12 | I make regular exercise a priority. | 0 | 1 | 2 | 3 | 4 |
| 13 | I recognize how stress affects my mind and body. | 0 | 1 | 2 | 3 | 4 |

- | | | |
|----|--|-----------|
| 14 | I recognize the effects of alcohol, drugs, and tobacco on my body. | 0 1 2 3 4 |
| 15 | My eating habits will ensure my long-term health. | 0 1 2 3 4 |

Total ____/20

Emotional Awareness

- | | | |
|----|---|-----------|
| 16 | I am comfortable taking risks. | 0 1 2 3 4 |
| 17 | I am content with myself and others. | 0 1 2 3 4 |
| 18 | I adjust well to changing circumstances. | 0 1 2 3 4 |
| 19 | I am objective about what other people think of me. | 0 1 2 3 4 |
| 20 | I avoid feeling sorry for myself. | 0 1 2 3 4 |

Total ____/20

Social Awareness

- | | | |
|----|--|-----------|
| 21 | I recognize the influences of the media and other people on my life. | 0 1 2 3 4 |
| 22 | I am comfortable with the expectations others have of me. | 0 1 2 3 4 |
| 23 | I value people who are different than I am. | 0 1 2 3 4 |
| 24 | I am comfortable around other people. | 0 1 2 3 4 |
| 25 | People are generally comfortable around me. | 0 1 2 3 4 |

Total ____/20

Spiritual Awareness

26	I embrace opportunities to serve others in my community	0	1	2	3	4
27	I know how to find a sense of inner peace.	0	1	2	3	4
28	I recognize a purpose in my life	0	1	2	3	4
29	I see challenges as a learning opportunity.	0	1	2	3	4
30	I seek balance in my life.	0	1	2	3	4

- Which type of awareness do you think it is most important for a Peer Leader to have? Why?

- Which area are you strongest in? How can you use this strength to your advantage in your capacity as a Peer Leader?

- Which area are you weakest in? How can you improve this area and why is it important to be strong in the area as a Peer Leader?

Appropriate and Inappropriate Behavior

As a Peer Leader, you serve as a role model to all students on campus. Students and faculty look to you as a representative of Dalton State College, and your actions should reflect such.

Appropriate Behavior includes:

- Performing duties in a responsible manner
- Modeling expected practices
- Showing respect to all members of faculty, staff, and the student body
- Using effective communication techniques
- Demonstrating professionalism (including personal appearance)
- Having a positive attitude
- Maintaining confidentiality
- Showing understanding and respect for the opinions, values, and cultural backgrounds of others

Inappropriate Behavior includes:

- Speaking in derogatory terms
- Demonstrating negative feelings about DSC
- Being late
- Showing disregard for the Peer Leader position
- Showing a lack of respect for faculty, staff, or students

Remember that whatever you say or do is a reflection on DSC, so you should avoid expressing your personal views to others while you are acting in an official capacity for the college. Always be sure to make a clear distinction between your own values and those of DSC.

Cultural Attitudes Identifier

Adapted from the *Peer Mentor Companion of Utah Valley State College*

Using the chart below, please mark the column that best describes YOUR personal feelings toward each group.

Your Attitudes	<u>Prejudice</u>	<u>Ethnocentric</u>	<u>Tolerance</u>	<u>Respect</u>	<u>Empathy</u>
Racial Differences	_____	_____	_____	_____	_____
Ethnic Differences	_____	_____	_____	_____	_____
Language Differences	_____	_____	_____	_____	_____
Religious Differences	_____	_____	_____	_____	_____
Socioeconomic Differences	_____	_____	_____	_____	_____
Sexual Orientation Differences	_____	_____	_____	_____	_____
Age Differences	_____	_____	_____	_____	_____
Physical Differences	_____	_____	_____	_____	_____
Mental Differences	_____	_____	_____	_____	_____

- Are you empathetic toward any group? Prejudiced? Why?

- Which one group would you like to understand better? What can you do to gain this understanding? How will this help you as a Peer Leader?

Now, mark the column that you feel best describes Dalton State College's attitude toward the various groups.

<i>DSC's Attitude</i>	<u>Prejudice</u>	<u>Ethnocentric</u>	<u>Tolerance</u>	<u>Respect</u>	<u>Empathy</u>
Racial Differences	_____	_____	_____	_____	_____
Ethnic Differences	_____	_____	_____	_____	_____
Language Differences	_____	_____	_____	_____	_____
Religious Differences	_____	_____	_____	_____	_____
Socioeconomic Differences	_____	_____	_____	_____	_____
Sexual Orientation Differences	_____	_____	_____	_____	_____
Age Differences	_____	_____	_____	_____	_____
Physical Differences	_____	_____	_____	_____	_____
Mental Differences	_____	_____	_____	_____	_____

- Do we all agree? Where do we differ? Why is that?

- How can we as Peer Leaders use our status as role models to improve the attitude toward these groups on campus?

Communication Skills

Peer Leaders are required to communicate with persons on all levels of the DSC campus. Students, faculty, staff, and administration will all look to you to communicate with the others groups effectively. Peer Leaders are a liaison between all of the aforementioned groups.

Listening is just as important as speaking!

When interacting with others:

- Give them your full attention
- Make sure you are sensitive to their feelings
- Keep an open mind
- Encourage them to explain their thoughts in more detail instead of interrupting them
- Maintain attentive body language and keep eye contact
- Ask questions when they are done speaking

Students will often come to you for advice. It is imperative to remember that, as a Peer Leader, you should **NOT** make a decision for that student. If something goes wrong, they will inevitably hold you responsible. You may, however, impart your knowledge and ask the student questions that will help him or her come to a decision.

Some questions to keep in mind:

- What do you see as your options?
- What do you think you should do?
- What are the consequences of each option?

You may offer possible options to the student, but **NEVER** give direct advice.

Also, as a Peer Leader, you will often find yourself as a “facilitator.” This does not mean that you will be giving a lecture or dominating the conversation. It does mean that you will ask a lead-off question to start the group discussion. You will also facilitate the flow of discussion by asking open-ended questions (a question that doesn’t simply require a “yes” or “no” answer) and then ask encourage everyone to participate in the discussion.

Evaluating your communication skills

Do you ever find yourself...	Never				Always
1 apprehensive about what the other person is saying?	4	3	2	1	0
2 burned out when listening to another person?	4	3	2	1	0
3 distracted by your thoughts or surroundings?	4	3	2	1	0
4 unwilling to put effort into listening?	4	3	2	1	0
5 overreacting to what the other person is saying?	4	3	2	1	0
6 focused on your own response or ideas?	4	3	2	1	0
7 nodding when you're not really listening?	4	3	2	1	0
8 evaluating or judging before the other person is finished?	4	3	2	1	0
9 listening to understand important information?	0	1	2	3	4
10 waiting until the other person is finished to evaluate?	0	1	2	3	4
11 enjoying the conversation?	0	1	2	3	4
12 listening and understanding the other person's point of view?	0	1	2	3	4

- What was your total score? _____

If your score was 32-48, you are an excellent listener.

If your score was 16-32, you are doing well but should identify areas for improvement.

If your score is below 16, focus on the areas you scored the lowest.

- What are your strengths as a listener? Your weaknesses?

- How can your weaknesses impact your relationships on the Dalton State Campus?

- How can your strengths help you as a Peer Leader?

Family Educational Rights and Privacy Act (FERPA) of 1974 Notice to Students

With limited exceptions, including “directory information,” no personally identifiable information from the education records of a student will be disclosed to any third party by any official or employee of the College without written consent of the student or as required by law. “Directory information” includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. A student has the right to prohibit the release of his or her own “directory information” by advising the Office of Enrollment Services in writing.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the Vice President for Enrollment and Student Services in 127 Westcott, written requests that identify the record(s) they wish to inspect. The Vice President for Enrollment and Student Services will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Vice President for Enrollment and Student Services, he or she shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education record(s) that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and

health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance committee), or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which the student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Dalton State College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**

Copies of the complete policy statement on student education may be obtained at the Office of the Vice President for Enrollment and Student Services and the Office of the Vice President for Academic Affairs.

Sticky Situations

Often as a Peer Leader, there are some “sticky situations” that arise. We have provided some examples and possible ways to handle the situation. This list could not possibly include everything that could occur, and it is important to remember to discuss and issues with the Coordinator of the Peer Instruction Program (PIP), the Coordinator of the First Year Experience (FYE) Program, or your Peer Mentor.

Scenario #1

You are 21 years old and out at the Depot with some friends who are also 21. You walk in and see some of your students from your FYE class drinking at the bar. You know they are underage. They recognize you and invite you to have a drink with them. What would you do? _____

Our suggestions:

- Approach the students. Make small talk and bring up the fact that you didn't realize they were of age. Thank them for the offer, but tell them you are NOT drinking tonight.
- Find out if they need a designated driver to get them home. Be careful with this situation. You don't want to encourage them to drink, but you don't want to make a value judgment about the group either.
- It might be wise to leave and go somewhere else.

Potential consequences of drinking with your students:

- A. Relationship between you and your students becomes blurred if you choose to drink with them. You are now potentially just a friend and if you were to exert authority in class the students might not take you seriously.
- B. Other students may perceive this as favoritism toward these students over others. This could potentially alienate other students and it could potentially harm you if those students receive a better grade than those with whom you have not spent time socially.

Scenario #2

You are at a party and see some of your students. You have a beer in your hand and they are pointing at it. They know you are under 21. You can't tell if they're drinking or not. What should you do? _____

Our suggestions:

- Put down your beer!
- If you are drunk already, don't approach your students at that time.
- If you decide that it is best to approach them, be careful with what you say.

- Leave the party with your designated driver.
- Avoid the situation all together. The minute they see you drinking, your students' opinion of you has changed. Don't go to a party if you know your students will be there. Don't forget that you are a role model and a DSC representative!

Potential consequences of drinking in front of your students who are not 21:

- A. If the instructor were to find out, it could interfere with the role he or she wants you to play in the classroom. He or she may see you as encouraging underage drinking and therefore give you less responsibility. Ultimately, this would limit your potential and experience as a Peer Leader.
- B. The reputation of the Peer Leader group as a whole could be compromised as well. Some students may have less respect for their Peer Leader because they are uncomfortable with drinking and, based on your behavior, associate drinking with all Peer Leaders. On the other hand, some students may feel that their Peer Leader is not cool because they don't party with the students.

Scenario #3

One of your students seems to have a crush on you. This student walks to class with you, e-mail you all the time, and always waits on you after class to talk. One day, this student tells you that he or she wants a date with you. What should you do? _____

Our suggestions:

- Make it clear to yourself and your students from the beginning that you are acting as an employee of the college and must maintain a professional distance at all times.
- Immediately inform the Coordinator for FYE and/or PIP, or your Peer Mentor. They can further advise you concerning the situation.

Potential consequences of becoming romantically involved with a student:

- A. Your job could be in serious jeopardy due to a blatant disregard for the Peer Leader contract.
- B. Other students will resent you and your relationship with the student.
- C. You could lose credibility as a Peer Leader and role model.

Scenario #4

You find yourself attracted to one of your students and suspect that they are attracted to you as well. What should you do? _____

Our suggestions:

- Make a pact with yourself at the beginning of the semester that dating students is not allowed. If you find that there is a serious mutual interest, it will still be there at the end of the semester.
- Let the student know that for the time being, you are their Peer Leader and cannot date them at the present time.

Possible consequences of acting on the attraction:

- A. Other students will see it as favoritism.
- B. It will affect your concentration in class and your instructor will begin to perceive you as lazy or disinterested.
- C. The student will begin to expect academic favors such as inside information about tests or quizzes. The student may also begin to ask you to lie about late assignments or class absences.
- D. If you break up with your student, there will inevitably be tension. This will alter the entire vibe of the class for the remainder of the semester.

First Year Experience Program goals.

The goals of the Freshman Year Experience Program are to help students develop strategies and attitudes to Maximize academic success, to introduce the students to campus resources and how to use them and to nurture positive relationships with faculty, student leaders, and peers. One of the main goals of the Freshman Year Experience, (FYES 100), is to increase retention of first time students.

FYES 1000- Freshman Year Experience Seminar Course Objectives.

Students in FYES will:

- Explore ways of learning, retaining, and relaying lecture or textual material.
- Examine ways to improve written and oral communication skills.
- Explore campus and community resources, and become familiar with them.
- Explore possible career paths within their selected field.
- Encourage relationships with their professors, department staff, student interns, and their peers.
- Encourage self-exploration, and inform students how to use this information in future planning.
- Explore Financial Aid options, and understand the policies of Financial Aid.
- Explore the Library, and understand how to use the Library effectively.

Four Phases of a First-Year Seminar.

Phase One: Build a sense of Community.

- Do a variety of Icebreakers with your class. Focus on community/ team building exercises that focus on:
 - Learning names- Name games, introduction activities, name tags, mingling games. GET THEM TALKING!
 - Learning to treat each other as individuals- Lifelines, sharing personal stories. KEEP THEM TALKING!
 - Identifying with others and explore commonalities- Activities that focus on finding a pair. MAKE THEM INTERACT!

Phase Two: Learn about the students.

- Understand the needs of your students.
 - Student journals.
 - Student conferences/ interviews.
- Formulate ideas about how this course can meet those needs.
 - Ask your students for feedback. Allow them to help in the developing of a syllabus.

Phase Three: Develop/ utilize teaching strategies.

- Identify resources at Dalton State, in the community, in your class, and within your self that can help you in teaching this course.
 - Guest speakers who are experts in offices such as Financial Aid and Student Activities can be greatly beneficial.
 - Required presentations and outside readings can make for a good transitional teaching strategy.
- Find creative ways to incorporate community and culturally based events. Such as Financial Aid workshops and art shows.

Phase Four: Move from Dependant to Independent learners.

- Help your students help themselves. Facilitate learning when appropriate.
- Close with activities that show growth and help understanding.

48 ways of teaching anything.

1. *Lecture*- Learning by listening to experts.
2. *Reading*- Learning by reading of books, magazines, and other printed sources.
3. *Writing*- Learn by putting thought to paper. This includes journal assignments.
4. *Inquiry*- Learning through the initiation of personal questions.
5. *Exhibitions*- Learn through the observation of products of performances.
6. *Group Discussions*- Learning by verbal interaction with other learners.
7. *Experience*- Learning through experimental activity/ performance.
8. *Demonstration*- Learning through the observation of an experts performance.
9. *Challenge Activity*- Learning from a first time/ demanding activity that pushes student beyond current plain of understanding.
10. *Testing as teaching*- Learning from performance feedback/evaluation.
11. *Self-Directed Learning*- Learning by planning and initiating ones own path of understanding. Independent study is a self-directed learning technique.
12. *Teaching others*- Learning passing knowledge to someone else. Tutoring is learning by teaching others.
13. *Collaborative Groups*- Learning by participating in groups whose members are all attempting to learn the same material. Works through influence of others.
14. *Mentoring*- Learning from admired and competent models by observing and reflecting their actions.
15. *Repetition*- Learning by repeating a skill or activity.
16. *Coaching*- Learning by repeating a skill of activity.

17. *Research*- Learning from individual inquiry in to information, through different methods of material gathering. This includes Library research.
18. *Question-Answer*- Learning from the asking of questions and the receiving of answers from a competent source.
19. *Computer Assisted Instruction*- Learning from interaction with a computer, computer programs, or computer applications such as E-Mail.
20. *Simulated Practice*- Learning from performance in a safe, controlled situation like role-play or socio-drama.
21. *Discovery*- Learning by uncovering information. This can be simulated, guided discovery.
22. *Socratic*- Learning from give and take with another student or scholar.
23. *Purposeful redundancy*- Learning from planned and repetitious activities and performances. Presentations of the same material in a different media is a good way of doing this.
24. *Self Educated*- Learning independently through informal sources such as internet surfing and discussions with family & friends.
25. *Models of excellence*- Learning by observation and emulation of the actions performed by an individual of excellence.
26. *Failure*- Learning from past mistakes, and analyzing these mistakes in order to not make them again. This includes trial and error.
27. *Classroom Seat work*- Learning from supervised study time.
28. *Advanced Organizer Model*- Learning from planned instruction which is intentionally linked to prior knowledge, to compound new with out.

29. *Travel*- Learning from exposure to new cultures, environments, and languages. This includes field trips and cultural events.
30. *Audiovisual*- Learning by listening to tapes, radio, instructional videos, and television.
31. *Classroom Meeting Method*- Learning by allowing students to determine the what and the how of their classroom experience.
32. *Inductive Teaching-Learning Method*- A method of learning places new ideas in to groups and categories, promoting intellectual reasoning and theory building.
33. *Deductive Method*- Learning from the planned presentation of material to make students comprehended links. If ____ is true, then ____ must also be true.
34. *Peer Tutoring*- Learning from planned efforts of tutoring, facilitated by peers.
35. *Mental Rehearsal*- Learning through the practicing of material/ presentations/skills. This includes visualization.
36. *Internship or Apprenticeship*- Learning through planned work-study experience with an expert.
37. *Games*- Learning through active participation in role-play type exercises.
38. *Case Studies*- Learning through the critical analysis of problems and discussing life dilemmas as a group.
39. *Group Dynamics*- Learning by interacting as a group, and experiencing the processes of spider-mapping, creative problem solving, and synergy.
40. *reflection*- Learning from looking into the past, and contemplating the future.
41. *Metaphor*- Learning from pictures or stories that depict new ideas, or reinforce old ones.

42. *Behavior Modification*- Learning by providing rewards and punishments for certain behaviors.

43. *Paradigm and Mind-Set-Shifts*- Learning by applying new material to prior knowledge.

44. *Interviewing Experts*- Learning by questioning experts about specific areas.

45. *Laboratory Method*- Learning from experimentation using socially or scientifically accepted research models.

46. *Community Service*- Learning by helping others in the community.

47. *Debate*- Learning through the articulation of a well formed argument. Being able to argue either side is critical.

48. *Project Method*- Learning by researching, designing, and presenting individual or group projects.¹

¹ Adapted from Barefoot, B. & Fidler, P. (1996). *The 1994 National Survey of Freshman Seminar Programs: Continuing Innovations in the Collegiate Curriculum*. (Monograph- No 20). National resource Center for the First Year Experience and Student of transition, University of South Carolina.

Advise for Establishing a Positive Working Relationship with Your Instructor.

1. You should help write the syllabus. This not only allows you time with the instructor, but it also lets you have input on the class and know what is going to take place on certain days. Also, if you feel that there are too many papers, homework assignments, then this is the perfect time to voice those concerns.
2. You must meet with your instructor once a week for a MINIMUM of thirty minutes. This will help you and your professor bond.
3. You need to prepare for the first day of class in advance. WAITING UNTIL THE LAST MINUTE IS NOT GOOD PLANNING!
4. Start choosing your instructors as early as you can. That way there is plenty of time to bond before the semester starts.
5. Meet with your instructor before the class begins to see if there have been any last minute changes that you need to be aware of.
6. Start planning the class before the semester starts. Do the whole semester, and not just the first day. Change your plans based on the group that you are working with.
7. The more you meet with your instructor and get to know them on a person basis, the more inclined they will be to allow you to teach certain parts of the material, or add/remove material from the syllabus.

8. Establish regular lines of communication between you and your instructor.
Regular e-mails are a good choice, but a regular scheduled meeting is better!
9. Make sure that you and your professor clearly understand who is responsible for what. Respect these boundaries at all times.
10. You should talk to your instructor and find out how much they expect from you as a Peer Leader, and discuss this deeply.
11. Consider selecting an instructor who teaches in the same area as your major.
12. When considering an instructor, go to the FYES 1000 office and look at old syllabi of the instructor you are considering. If none are available, ask the instructor for one.
13. When in class, the student and the professor should represent a united front. Disagreements should be handled outside of the classroom.
14. Discuss with your professor how much personal information they are willing to share with the class. Make sure that anything the professor tells you in private remains exactly that- PRIVATE!

Mentoring Under-graduate Students.

Studies show that involvement in and out of the classroom affects student retention and success. The more involved a student is the more they will succeed and the better the chances of retention for that student.

As a Peer Mentor you will be adding to the involvement that a student has in, and out, of the classroom. To help you in your achievement is the below list of characteristics that a good Peer Mentor should demonstrate:

- Empathy
- Availability
- Active Listener
- Willingness to share own experiences.
- Friendliness
- React in a non judgmental manner
- Give feedback
- Let students know they matter
- Make students aware of on-campus opportunities for personal development
- Extends self- makes extra effort
- Respectful
- Trustworthy
- Predictability
- Consistency
- Follows through
- Open to feedback
- Ethical. Does not use student for self gain, or abuse power- especially through sexual involvement!!!
- Show that anything is possible
- Take a genuine interest in the students
- Supportive of academic, personal, social, professional, spiritual, and physical dimensions of student growth and development

How to mentor effectively.

1. Establish a relationship with your students. Meet with them after class, share personal information, and make yourself available to them.
2. Let the student know that you are willing and able to help. At the earliest opportunity help them. Be it with finding a tutor, or picking professors for classes.
3. Set your role by having conferences and meetings with the students. Send out e-mails, phone calls, or letters when students miss appointments or important dates, ie registration.
4. Be assertive about your limitations, but make sure they understand that you want to help, yet you are unable to. If you have to go to class, and only have fifteen minutes to spare, tell them that at the out-set.
5. As a mentor, you are not only an advisor, but a role model. When your student respects you, they will duplicate any behavior that they see in you. Discuss this with your students in a non-threatening manner.

Words of wisdom.

Advise and reflections from former Peer Leaders.

- The students in your class will need your help. As a Peer Leader, you are one of the first experienced students they will meet. You need to be approachable, and never make them feel silly for asking a question that you seem to have known the answer to 'forever'!
- First-Year students are eager to learn, especially on how to survive college, and how to make it easier. They will listen to you intently, and it is important that you realize that your actions will influence them more than you realize!
- I've learned that the students are more inclined to pay attention and learn more when they are interested in the subject. So, make it relevant!
- Simply teaching does not get the job done. The students must be involved, and the material MUST be made relevant to the students.
- By accepting the fact that all of my students are innately different, I was better able to serve my students better.
- Students can sometimes learn more from discussing situations with their peers than they can from a teacher's lecture.
- My favorite thing about being a Peer Leader was talking to the students before and after class.
- I have learned that with group discussions, students learned more and enjoy the topic more.
- Through out the whole semester I try and look back to when I was a freshman.
- Remember that you have the ability to reach students in a way that the FYES 1000 instructor cannot always. You are a student but you are also a teacher. Your students will look to you as a role model but also as someone with whom they can identify.
- If you give your students a chance to express their opinion in discussion, you must remember that their opinion will not always be parallel with yours!

- You will have to decide what kind of teacher you want to be, either to teach by example or as a hands on teacher.
- Make sure you verbalize your expectations and establish your respective roles (you and the co-instructors).
- What you get out of the program is proportional to the amount of effort you put in to it.
- You should realize that there are just as many opportunities outside of the class room as there are inside the classroom.
- I know that as a Peer Leader, I should treat all my students equally, and not favor anyone over someone else.
- By attempting to be their friend, not only their teacher, a good majority of my students opened up to me, expressing thoughts and concerns that have caused me to fully appreciate how valued of a service that the FYES program can be.
- The most important day of the whole semester is the first day!

Bringing closure to your FYES 1000 class.

Peer Affirmation Exercises.

- SIS/SOS (Strengths I see/ strengths others see.)
- Give each student a large piece of paper, or poster board. Direct them to write their name on the top, and draw a large line down the middle. Labeling one side SIS and the other SOS.
- In the left column, get the students to see strengths that they see in themselves.
- Then, each students should hang their paper around the room and people will go around writing down strengths they see in them that they do not. If they agree with what is put in the left column then they should initial it.
- Once everyone id finished, students can go and look at their own papers.
- Discuss what it feels like to have your peers have your peers recognize personal strengths.

A variation of this is to make everyone write *I had fun with _____, because_____.*

- Write notes to your students or have students write notes to each other sharing memories that they shared.
- Give awards in the class. These can be humorous or serious. Consider having the nominations put forth by the students.
- Create a class year book. Each students creates page.

Keep in touch exercises.

- Create a class directory and/or let students each create business cards to exchange in class.
- Create a facebook groups for your class.

- Arrange a class reunion for the following semester. Attend a free sporting event, having a picnic, all go out to a movie together, etc.

Self Reflection Exercises.

- Each student should create a newspaper headline explaining their first semester of college. They should then get in front of the class and explain the meaning thereof.
- Have students take pictures that represent their five favorite things about the semester. Create a gallery in your classroom by having their pictures on the wall and a short paragraph explaining the meaning.

Assessment.

- Utilize sentence stems to gauge student feelings about this course. For example;

My favorite part of the class was....

My least favorite part of this class was....

I will use what I have learnt in FYES 1000 by....

As a result of this class, I....

If I could change one thing about this class it would be....

Icebreakers and Name Games

Two Truths and a Lie

- The group members must pick three facts about themselves (characteristics, significant events, accomplishments, etc.) to share with the group.
- Two characteristics must be true, while the third one is false.

- After one individual shares his/her three things with the group, the group must then guess which of the three is not true.

Color-Coded Candy Game

Before the activity

- Buy a bag of candy with several different colors of individual pieces (M & Ms, Starbursts, etc.)
- On a sheet of paper, list get-to-know-you type questions (What is your favorite food?, Describe your favorite vacation spot., etc.). Assign each question a color, but do not let the students see this list prior to selecting their candy.

The Activity:

- Allow each student to pick a couple of pieces of candy before you explain the activity. Tell the students not to eat the candy.
- Explain that the color(s) they chose corresponds to a question and then allow them to go around the circle and answer question(s). After they have answered, they may eat the candy.

Ball-Toss Name Game

Materials: Tennis Ball or Koosh Ball

Basics:

- Stand in a circle. Go around the circle and have each person introduce him/herself.
- After everyone has stated his/her name, call someone's name and toss the ball to that person.
- The recipient must then call someone else's name and toss the ball to that person.
- Repeat until everyone in the circle has been tossed the ball once.
- Instruct them to remember whom they threw the ball too.

Advanced:

- Have the group toss the ball around the circle in the origin order again. Make sure people throw the ball to the same person they did the first time around, continuing to state that person's name.
- Add a second ball and third ball so more than one ball is being thrown at a time.
- Throw the ball in reverse order. Start with the last person and go backwards.
- Rearrange the circle. Have the students stand somewhere different in the circle, but continue to toss the ball in the same order.

Get to know your class:

This is a great way to see how your class interacts with one another. You will be able to pick out the leaders, the jokesters, the shyer students, etc.

- Ask your students how quickly they think they can do this. Tell them you have seen (or have of) it done in one second.
- Provide them with the following rules: Everyone must touch the ball in the same order it has been thrown previously and only one person can touch the ball at a time (they can eliminate saying names at this point).
- They may or may not figure out how to do it in one second (it is possible though). Either way, facilitate discussion about the team interactions and any frustrations they may have had during the activity.

Backpack Scavenger Hunt

Divide into groups of 3-4 individuals and see which group can come up with the most items on the following list from their backpacks.

- Holiday card
- Toothbrush
- Movie ticket stub
- Sunglasses
- Address Book
- Nail Polish
- Computer Diskette or Flash Disk
- Cough Drop
- Matches
- Bottle of Water
- Paper clip
- Calculator
- Postage stamp
- Hand lotion
- Toothpick
- Foreign Coin
- Rubber band
- Bandage
- CD or DVD
- Deck of Cards
- Picture of pet
- Mints or gum
- FYES 1000 syllabus
- Blue Highlighter
- Tissue
- Chapstick

Student-to-Student Interviews

Students find a partner and complete the following interview.

Your name: _____

Your hometown: _____

Your favorite food is: _____

Your favorite person on campus is: _____

Your most prized possession is: _____

Your favorite drink is: _____

Ten years from now, you will be: _____

A significant other in your life is: _____

You are happiest when: _____

The person you admire most is: _____

The best present you ever received was: _____

What you like best about DSC is: _____

What you value most in life right now is: _____

Your birthday is: _____

Your best feature is: _____

Who Stays?

The Problem

Enrollment has been cut back at DSC. As a member of the board, it is your responsibility to decide the students who most deserve to remain in this college (1 being the most deserving). Each of these students has been enrolled in the college for about seven weeks. Descriptions of their pre-college situations and performance as well as the circumstances of their college careers this far are listed.

Keep in Mind:

1. The person's potential, abilities, or capabilities.
2. The person's motivation to perform.
3. The degree of difficulty in conquering the problems of each individual.
4. Whether or not services are available to help the student overcome his/her problem.
5. The outcome of his/her education: how badly each wants to achieve.

6. The probability of successful completion of a college career.

The Students

- Angela is extremely intelligent. She was senior valedictorian and won awards in the National Science Fair for exhibits. She even received a full scholarship from a major national company to the college of her choice. Angela has much difficulty relating to others on a social basis. She has definite plans to major in Chemistry. An out-of-state student, she is having great difficulty adjusting to dorm life and is homesick.
- Albert was an All-State quarterback in high school and has plans to play college football on a full college scholarship. However, he scored extremely poor on the college admittance tests, although his high school scores were average. He has major plans to become a coach. Albert has poor classroom attendance.
- Jill ranked in the middle of her graduating class. She did fair in high school math but did poorly in high school science. Her parents have pushed her toward declaring a major in Biology. Jill is doing poorly in these college subjects. She has good study habits and high capabilities in English. She lives at home and family problems are developing.
- Carolyn is a divorced mother of two children and is 24 years old. She has returned to college to continue her college education after dropping out six years earlier. She works as well as raises her family. She commutes and is majoring in a two-year degree in Secretarial Sciences. Carolyn also receives financial aid.
- Dominique is an exchange student from Venezuela. He lives in a male dorm and is visiting our college for one semester. He has

already earned a degree in his own country and is doing very well academically. He is involved in several campus organizations and is self-supporting. He is here to primarily experience our lifestyle. He is not working toward any particular major.

- Thomas is outgoing and well liked among his peers. However, he has poor grades. He studied little in high school and has few study skills. He is an undecided major and his parents pay for his education. Thomas is an in-state student who lives on-campus and enjoys the college party life most of all.
- Howard ranked in the top 5 percent of his graduating class. He is an out-of-state student who lives on-campus and came from an influential family in a small town. How “Mr. Popular” in high school and is having a terrible time adjusting to college life. He is very homesick and his grades are dropping as time passes. He is uninvolved in campus life and has much potential that could be utilized.
- Gina is an accounting major and has dropped all but nine hours of her classes. She has very poor classroom attendance. She is extremely active in her sorority. However, she has poor grades. Her parents pay for everything. She is an in-town student and lives on campus. Her parents donated a scholarship to our college.
- Evelyn is 63 years of age and worked in a day care center for the past fifteen years. Prior to that work, she was a housewife and mother. She is working toward a degree in child psychology and is receiving financial aid for returning students over sixty. She is doing well academically.

- Karl has average grades. He is a commuter and works 20 hours a week to pay for his education. Karl is aiming for a degree in engineering and would like to get more involved in activities on campus but does not have the time. He has high potential in math and is a hard worker.

Only the top five students will be allowed to remain in school.

Who stays?

You decide!

Supplemental Instruction

Why does SI exist?

- SI sessions integrate how-to-learn with what-to-learn.

What is Supplemental Instruction (SI)?

- SI is a learning enhancement program.
- SI is designed to organize and improve the ways in which students prepare for class outside of class.
- SI targets traditionally difficult academic subjects- those who have a high D or F grades and withdrawals.
- SI doesn't identify high risk students, but rather identifies historically difficult classes.
- SI sessions are comprised of students of varying abilities and no effort is made to segregate students based on academic ability.

What SI is not.

- SI isn't a tutoring session.
- SI isn't remedial.
- SI isn't intended for individual tutoring.
- SI isn't teaching.

How does SI work?

- Students who attend SI sessions discover appropriate application of study strategies, e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation, as they review content material.

What not to do in an SI session.

- Let the class get out of control.
- Tutor people one-on-one.
- Have many conversations going on within the groups.
- Talk about what your plans are for the weekend, breaks, or holidays.
- Talk badly of DSC, or the content instructor

Expectations of SI leaders.

- Have control over the class.
- Have knowledge of the material that you are going over.
- Know your limitations.

- Attend all regularly scheduled classes and labs (if applicable).
- Maintain a professional attitude.
- Have a positive relationships with the following:
 - Professor of the content course
 - Students in the SI session.
 - Students in the class.
 - Faculty and staff.

Expectations and Etiquette in Tutoring

Expectations of a Tutor

- You must be professional
- You must be dependable
- You must be knowledgeable
- Be culturally accepting
- Be polite and respectful of the Tutee
- Understand Tutee limitations
- Be aware of other resources on campus that can aid student past tutoring. I.e., Writing and Math Lab, Counseling Services.

Expectations of a Tutee

- Be on time.
- Cancel appointments if attendance is not possible.
- Show respect for the Tutor.
- Not be dependant on the Tutor for knowledge.
- Not use Tutor as a substitute for class attendance.
- Must bring the necessary materials, i.e. book, paper, pencil, calculator, lessons, and powerpoints.

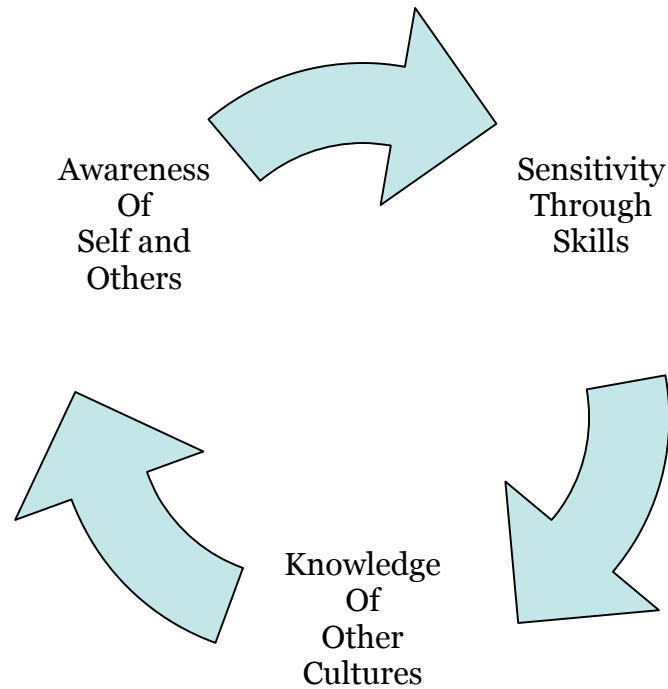
Etiquette of a Tutoring Session

- Must be professional
- Must be in an open area
- Must be at a reasonable hour
- Must be no longer than one (1) hour in length, unless otherwise arranged with the tutor.

Note to Tutors.

Documentation is CRUCIAL. Without documentation there is no way for the program to know how many students are being served each semester. Without this documentation the program cannot validate your employment. So, DOCUMENT everything.... It could save your job!

Cultural diversity and sensitivity.



Ask model.

A- Awareness of self and others.

S- Sensitivity to others through good communication skills.

K- Knowledge of other cultures and their differences.

As a peer leader it is important to not only be respectful of differences, but to understand and appreciate them. You have to understand that there will be times that you and your students will have differing opinions, yet the key is not to change the others mind, it is accept that person for who they are, and understand that they have differing opinions.

The following activity asks you to consider how different cultural perspectives influence your identity and how you will influence others. The objective is to increase your self-awareness, so think carefully about your responses.

1. How would you describe yourself in each of the following areas?

Ethnicity_____

Race_____

Religion_____

Age_____

Education_____

Political Views_____

Socioeconomic Background_____

Sexual Orientation_____

Gender_____

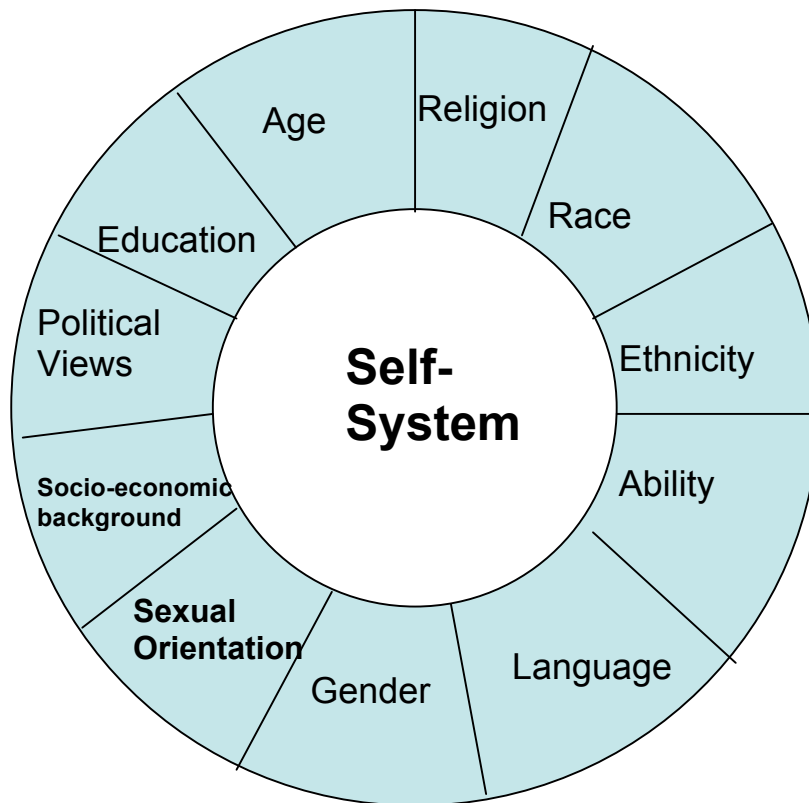
Language_____

Physical and mental abilities_____

2. Identify areas that have had the most significant effect on your identity, and explain why.

3. How will your unique attributes help others appreciate the importance of diversity?

The Diversity Wheel



As you can see from the wheel above, there are many different aspects to each student. As a Peer Leader, it is your duty to respect your students and treat them all equally.

If you have not had the opportunity to contrast your cultural beliefs and attitudes with differing ideas, you may not realize how influenced by them you are. You should realize that everyone has **biases**- a strong inclination towards a particular perspectives and opinions. Due to the assumption that the people who socialized them are authority figures, many college students do not critically think about their biases. Cultural awareness can be an

overwhelming and uncomfortable experience. They are shocked by how much they do not know. One student wrote the following,

I grew up in a small town where everyone was the same race, most belonged to the same religion, and nearly all had the same family values. When I left home to attend college, 200 miles away from home, I entered a world with so much diversity that I felt overwhelmed. It took me months to realize that I would interact with different people and still maintain my own sense of culture. I finally realized that I did not have to give up parts of myself to gain from them. We were just different people with different points of view, and we were all important.

As you can tell from what this student said, sometimes it will be your student who is having a hard time acclimating to the new environment. So more than just understanding that they are different, you should take in to account that they too will have their own biases and that your students point of view is just as important as yours.

Activity 7.2 Identifying Cultural Attitudes

The following activity is designed to help you evaluate your attitudes toward differences you encounter in other students. In the first table, mark the column that best describes your attitude toward each of the types of groups, and answer the questions that follow. In the second table, mark the column that best describes your perception of campus-wide attitudes toward each group listed. Answer the final questions after discussing your responses with a group of diverse students.

YOUR ATTITUDES	PREJUDICE	ETHNOCENTRIC (ASSUMED SIMILARITY)	TOLERANCE	RESPECT	EMPATHY
Racial Differences					
Ethnic Differences					
Language Differences					
Religious Differences					
Socioeconomic Differences					
Gender Differences					
Sexual Orientation Differences					
Age Differences					
Physical Differences					
Mental Differences					

1. Do you feel empathy toward any group listed above? If yes, explain how you developed empathy. If no, identify what may be preventing you from attaining this level of understanding.

2. Do you feel prejudice toward any group listed above? If yes, why?

3. Think about the groups on your campus. Identify one group about which you want to gain more understanding. How will you increase your appreciation of this group?

CAMPUS ATTITUDES	PREJUDICE	ETHNOCENTRIC (ASSUMED SIMILARITY)	TOLERANCE	RESPECT	EMPATHY
Racial Differences					
Ethnic Differences					
Language Differences					
Religious Differences					
Socioeconomic Differences					
Gender Differences					
Sexual Orientation Differences					
Age Differences					
Physical Differences					
Mental Differences					

4. (Optional) Compare your answers to those of others students or mentors. Did your answers differ significantly from other students' answers? If so, explain.

5. What can you do as a mentor to improve campus attitudes toward different groups?

Mini Quiz

Below is a list of words relating to cultural diversity. It is important to know the true meaning of each of these words. Take 5 minutes with a partner and see if you know the meaning of the following:

Prejudice.

Ethnocentrism

Cultural Norms

Assumed similarity

Tolerance

Multiculturalism

Empathy

Stereotype

Answers to cultural diversity quiz.

Prejudice- An adverse opinion based on little or no fact towards a person or group of people. It is often based in a fear of what is unknown, and can prevent healthy social interaction. An example would be the idea that all African-American people are thieves and should be in jail, or that all southern people are stupid.

Ethnocentrism- The idea that your culture/ country is superior to all. It is based on the idea that people should conform to your cultural norms.

Cultural Norms- The idea that people who do not think, feel, act, talk the same way as you are wrong. An example would be the idea that when people come to the USA they should speak English, and when we go to other countries they should also speak English.

Assumed Similarity- The idea that most people are like you, or want to be just like you.

Tolerance- The acceptance of people who have different cultural beliefs than you.

Multiculturalism- The idea that all cultures are equally important, should be preserved, and should coexist peacefully.

Empathy- The ability to identify and understand someone else's situation, feelings, and motives.

Stereotype- An inaccurate evaluation of a group of people. Normally the conclusion is based on experiences with one member of the group, and then that generalization is applied to the whole group, even though it only applies to the minority in the group.

Remember: *You are first and foremost here for the students. Take care with them, and you will go far!*

Please note:

The following forms are required. They are not optional, and must be completed in full.

- Time Sheets. Due to the Business Office every second Friday. A copy goes to Marilyn, one copy to Jody, and one for yourself.
- Tutor Request sheet. This determines Tutee's availability.
- Tutee Pre-Assessment form. This is to be done BEFORE any tutoring is done. This goes in your Personal Folder.
- Tutor-Tutee Contract. This is REQUIRED! A copy is sent with the Tutee, and one is kept in your Personal Folder.
- Tutor Session Worksheet. This is where you document material covered in each session. This goes in your Personal Folder, and must be signed by the Tutee and the Tutor.
- Supplemental Instruction Survey. This is to be done on the first day of class, and determines SI session availability of the students.
- SI Instruction Sign-in sheets, and Session Evaluation. This is to be done after EVERY SI session. Students who attend MUST sign in, for documentation reasons.
- SI End of the Semester Survey. This form is to help evaluate the program, and help us make needed changes so as to better serve the students in the future.

Thank you for your expected cooperation, and remember that documentation will save your job!!!

Activity 7.1 Identifying Cultural Perspectives

The following activity asks you to consider how different cultural perspectives influence your identity and how you will influence others. The objective is to increase your self-awareness, so think carefully about your responses.

4. How would you describe yourself in each of the following areas?

Ethnicity_____

Race_____

Religion_____

Age_____

Education_____

Political Views_____

Socioeconomic Background_____

Sexual Orientation_____

Gender_____

Language_____

Physical and mental abilities_____

5. Identify areas that have had the most significant effect on your identity, and explain why.

6. How will your unique attributes help others appreciate the importance of diversity?

Activity 7.2 Identifying Cultural Attitudes

The following activity is designed to help you evaluate your attitudes toward differences you encounter in other students. In the first table, mark the column that best describes your attitude toward each of the types of groups, and answer the questions that follow. In the second table, mark the column that best describes your perception of campus-wide attitudes toward each group listed. Answer the final questions after discussing your responses with a group of diverse students.

YOUR ATTITUDES	PREJUDICE	ETHNOCENTRIC (ASSUMED SIMILARITY)	TOLERANCE	RESPECT	EMPATHY
Racial Differences					
Ethnic Differences					
Language Differences					
Religious Differences					
Socioeconomic Differences					
Gender Differences					
Sexual Orientation Differences					
Age Differences					
Physical Differences					
Mental Differences					

6. Do you feel empathy toward any group listed above? If yes, explain how you developed empathy. If no, identify what may be preventing you from attaining this level of understanding.

7. Do you feel prejudice toward any group listed above? If yes, why?

8. Think about the groups on your campus. Identify one group about which you want to gain more understanding. How will you increase your appreciation of this group?

CAMPUS ATTITUDES	PREJUDICE	ETHNOCENTRIC (ASSUMED SIMILARITY)	TOLERANCE	RESPECT	EMPATHY
Racial Differences					
Ethnic Differences					
Language Differences					
Religious Differences					
Socioeconomic Differences					
Gender Differences					
Sexual Orientation Differences					
Age Differences					
Physical Differences					
Mental Differences					

9. (Optional) Compare your answers to those of others students or mentors. Did your answers differ significantly from other students' answers? If so, explain.

10. What can you do as a mentor to improve campus attitudes toward different groups?

Activity 7.3 Applying the Ten “Cultural Knows”

The following activity will help you identify the relationship between the general guidelines and specific cultural groups on campus. To complete this activity, form a group of at least three people who represent various cultural perspectives, and discuss your responses to each question.

1. Identify at least three different cultural groups on your campus. List them below.

2. Which particular “cultural knows” could be most useful to you as you mentor students from those groups? List them below.

3. What are some “cultural knows” you have seen put into action effectively in any of your educational experiences? What was most beneficial about the way they were implemented?

4. What experiences have you had where the “knows” were not used and things did not turn out well as a result? How could the “knows” have been instituted to make a difference?

5. Which, if any, of the “knows” do you hold as part of your own culture? List them.

6. Where can you go to gather additional information about other cultural characteristics that may be unique on campus?

Confidentiality agreement for position of Peer Leader.

Confidentiality in reference to Students.

I state, by signing this document, that I agree to keep all information related to the students I come in contact with while performing my role as Peer Leader confidential, unless prohibited by law. I understand I should contact my Peer Instruction Program (PIP) coordinator in private to discuss disconcerting matters. I understand that information should, under no circumstances, be discussed with my co-workers, be left unattended, or kept on my person and that a breach of this confidentiality agreement will result in termination of employment.

Confidentiality in reference to Professors.

I state, by signing this agreement, that I understand that in the course of my position as Peer Leader, I may be exposed to information regarding tests/examinations, and I understand that I, under no circumstance, am I to relate this material to anyone in any media, including but not limited to e-mail, text message, internet postings, or other written or verbal forms. I understand that I am not to expose personal information regarding professors, to students, faculty, and/or staff, except where prohibited by law, and failure to adhere to this agreement may result in termination of employment.

Please contact your PIP coordinator if you have any questions regarding this agreement **BEFORE** you sign this agreement. Lack of understanding will not be reason for breach of this agreement.

Furthermore, I understand that this is a private contract, and in the absence of a notary seal, still holds me accountable to the provisions thereof.

Sign: _____

Date _____

Print Name: _____

