

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: The Art Student Ambassador Program

MISSION AND PURPOSE OF PROGRAM: Ambassadors participate in recruitment of new students who are interested in the Art major. They are also charged with improving the Art major experience for students by sponsoring programs and problem-solving with professional Art staff to implement new ideas.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): 7-11 Ambassadors per semester. There are over 750 art majors.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Students self-select to apply. They fill out an application and participate in an interview.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Ambassadors represent the Art dept at recruiting events, such as Hawkeye Visit Days and sponsor events for other art students such as an annual networking etiquette even, and Certificate Week. Ambassadors receive training from Art dept and AVC staff and recruitment, along with learning about careers from Career Center staff. They learn about networking and University resources. They also learn about identifying and solving problems within the department.

STUDENT COMPENSATION AND RECOGNITION:

A Tee-shirt and 1sh of credit for the ambassador course.

BUDGET AND SOURCES OF FUNDS:

The art department has a part-time P&S employee who coordinates the program (among other duties.)

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

2 years

ASSESSMENT OF SERVICES:

CONTACT INFO: (The Art Student Ambassador Program)

NAME: Lynne Lanning

TITLE: Undergraduate Advisor

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GROUP NAME: Business Student Ambassadors Organization (BSAO)

MISSION AND PURPOSE OF PROGRAM: The Business Student Ambassador Organization (BSAO) represents the Henry B. Tippie College of Business and The University of Iowa at a variety of college functions. Ambassadors represent the College by interacting with visitors to the Pappajohn Business Building, acting as hosts at College functions, providing information and assistance to visiting groups, and assisting in student recruitment activities.

1. Become aware of campus resources and how to use them.
2. Develop leadership and mentoring skills.
3. Develop an affiliation and involvement with the TCOB and University community.
4. Successfully plan and organize college events (i.e. BizBQ, International Fair, and Family Weekend)
5. Represent the College in a positive way to prospective students and their families, and to constituents of the College.
6. Recruit and train new ambassadors each spring and fall.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): 31 members interact with and undetermined number of prospective students at Hawkeye Visit Days and on weekday visits.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Students submit a cover letter and resume, followed by a 30 minute interview.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Training is on-going throughout the fall semester. Topics covered include TCOB admission requirements, major differentiation, mock building tours, Career Center programs, CIMBA, London winter, International Internships, IPP, TCOB certificates, and tuition supplement.

STUDENT COMPENSATION AND RECOGNITION: Students receive 1sh of business credit.

BUDGET AND SOURCES OF FUNDS: Approximately \$6000 from TCOB funds. The bulk of these funds are used for the all-college BBQ.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? I am uncertain when BSAO began. I (Vicki Vavra) took over in 2004. I would guess it started about 1997. The program was expanded from 16 members to 30 members in 2008. There are no plans to expand further, at this time.

ASSESSMENT OF SERVICES: No formal assessment has been attempted, however feedback from families visiting TCOB has been very positive.

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CONTACT INFO: (Business Student Ambassadors Organization (BSAO))

NAME: Rachael Thompson

TITLE: Assistant Director, Student Recruiting

OFFICE ADDRESS: PBB, S192

PHONE: 335-3787

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WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://tippie.uiowa.edu/bsao/>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Center for Diversity & Enrichment Ambassadors / CDE Ambassadors

MISSION AND PURPOSE OF PROGRAM: To assist CDE in their mission while building community, leadership development, networking and transferrable skills among the Ambassadors.

CDE Mission: The Center for Diversity & Enrichment (CDE) brings together under one umbrella a variety of programs, offices and services that work to create a welcoming climate for students, staff and faculty from communities underrepresented in higher education.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): As of Spring 2012 there are 31 oriented and active CDE Ambassadors. There is rolling admissions so more students are added continually and some graduate, stop for a semester or year and start again, study abroad, etc. The number served is countless because they assist with programming and recruitment across campus.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Any student who wants to be a CDE Ambassador who agrees to the expectations of Ambassadors is welcome to join. We specifically advertise to students who are CDE affiliated but several students join who are not. All are welcome.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: CDE Ambassadors can do a wide variety of activities. Currently their primary role is assisting with CDE programming and CDE collaborated programming.

Orientation Includes:

- Orientation to CDE, mission goals and organizational structure
- Expectations of Ambassadors and benefits to Ambassadors
- Introduction to Cultural Competency
- Program logistics

In the future Ambassadors will be expected to attend monthly social and educational events to continue the training. General topics will be generated and then specifics from that list or other things will be addressed at the request of the Ambassadors and or the discretion of the staff.

STUDENT COMPENSATION AND RECOGNITION: There is no compensation. Students are recognized monthly on the CDE website, facebook and twitter pages to honor Ambassadors of the Month and all Ambassadors are recognized at the end of the year celebration.

BUDGET AND SOURCES OF FUNDS: There is a limited as needed budget for snacks at orientation events. Some years there is money for T-shirts and food at the end of the year celebration. There is no official budget.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

CDE Ambassadors have existed since and there are plans to both expand the program and to add additional incentives for students who volunteer.

ASSESSMENT OF SERVICES: Starting this year, Ambassadors will fill out an evaluation at the end of each semester. Program staff will also evaluate the program and make adjustments as needed.

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CONTACT INFO: (Center for Diversity & Enrichment Ambassadors / CDE Ambassadors)

NAME: Rachel Gatewood

TITLE: Campus Collaboration Specialist

OFFICE ADDRESS: 24 Phillips Hall

PHONE: 319-335-3555

EMAIL: rachel-gatewood@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): None other than the official CDE facebook, twitter (@ui_cde) and website. cde@uiowa.edu

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Center for Diversity & Enrichment Peer Mentoring Program

MISSION AND PURPOSE OF PROGRAM: The Peer Mentoring Program exists to increase the retention of underrepresented minority (URM) students through peer relationship building and support that helps to facilitate an environment where URM students thrive.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Currently there are 14 mentors and 14 mentees for a total of 28 students served. With over 100 students expressing interest in the program we are hoping to grow in the future.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): All students affiliated with CDE were sent a survey that invited them to either sign up to get a mentor or to sign-up to be a mentor. With over 60 students in each category responding – we decided to focus our first year on selecting mentees who were not already connected to campus through the Advantage Iowa scholarship. All mentors who applied were considered and the best matches for the selected mentees were invited to participate in the program.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Mentors attend a pre-match orientation where they learn about the following topics:

- Program and department history/background
- Program Expectations / Goals
- Cultural Competency
- Asset based counseling / advising / mentoring
- University resources
- Setting personal boundaries in the mentoring relationship
- Problem solving student issues and concerns

Mentors also participate in one-on-one or small group advising on a monthly basis through checking in with program staff. They also fill out a brief survey once a week and training and education can result as topics that are brought through the surveys.

STUDENT COMPENSATION AND RECOGNITION: There is no compensation for the program. Mentors and Mentees will be recognized for the first time at the end of the year celebration in late April. In the future it is likely that mentors will be recognized on the departmental website as well as in local and possibly national publications. There are also discussions about making the mentoring program a credit bearing program.

BUDGET AND SOURCES OF FUNDS: \$5,000 / academic year and those funds come directly from departmental funds in CDE.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program began in Fall 2011 and is expected to grow and expand.

ASSESSMENT OF SERVICES: Both the mentors and mentees will fill out end of the year surveys to evaluate perceived impact. In the future they will be filling our surveys each semester. A separate analysis will be done at the end of each academic year based regarding students being retained and successfully pursuing an academic discipline.

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CONTACT INFO: (Center for Diversity & Enrichment Peer Mentoring Program)

NAME: Rachel Gatewood or Omolola Jimoh

TITLE: Campus Collaboration Specialist / Counseling Specialist

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WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): We currently do not use any website, facebook, twitter, etc.

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GROUP NAME: CLAS Peer Mentors

MISSION AND PURPOSE OF PROGRAM: SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Provide study instruction, community integration and time management coaching to all students. Assist with the Life Design course. Plan and attend community building program events.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Students apply and go through an interview process. There are 7-10 peer mentors each semester. Over 100 students are served by them each semester.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

Peers contact and meet with students who have self-identified as wanting a mentor to discuss how to study and time management. They also participate in blogging, write a "study tips" newsletter for first year students on academic probation, and sponsor coffees for students to meet faculty. Peers participate in the course, Life Design. They are not required to attend the course, but may do so. They are assigned about 20 students in the course and respond to short reflections the students in the course write each week. They may also participate in coffees associated with the course.

Training takes place in a required class that meets for one hour each week. It involves FERPA, communication skills, typical needs of struggling students, study skills, time management, responding to essays for the Life Design course and working with international students.

STUDENT COMPENSATION AND RECOGNITION:

Students earn 1sh of credit for being a peer mentor and attending a 50 minute training session each week.

BUDGET AND SOURCES OF FUNDS:

Overseen by CLAS Academic Programs and Student Development

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

2 yrs

ASSESSMENT OF SERVICES:

CONTACT INFO: (CLAS Peer Mentors)

NAME: Diane Hauser , associate director

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CAMPUS PHONE: (319) 335-2633

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GROUP NAME: Engineering Peer Consultant

MISSION AND PURPOSE OF PROGRAM:

- Increase the efficiency and effectiveness disseminating basic information related specifically to the College of Engineering
- Increase retention by providing support to first-year and transfer students with doubts about engineering especially in the first six weeks of class
- Assist academic advisors in registration meetings to help students with course load

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): I currently have 6, I plan to have 6 again moving forward in 2012-13 (one representing each major). They primarily serve first year students as well as a few second and third year students who may seek answers from the Student Development Center. The goal is to have at least one scheduled to be available in the reception area between the hours of 10-12 and 12:30-4:00 each day.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Application process

Qualifications:

- 4th year engineering status for the academic year
- Willing to speak positively about the College of Engineering to student individually
- Willing to speak about your past experiences through course work
- Able to work with and assist a diverse group of people
- Academically in good standing while having and maintaining a UI GPA of 2.75

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Minimal training this year as all current Peers were former Student Ambassadors for two years. Peers have a binder with policies and procedures printed off the College website, they are to direct students to the appropriate resource. Peers may also be drawn into an advising appointment to assist with unusual course loads and information on a course gained through personal experience. The key training is focused on where to find the information and how respond from a positive point of reference when a student is disgruntled about a particular professor or class.

Attend a 1 hour weekly meeting with all consultants and advisors

Work approximately 3-5 hours a week in 3124 SC

ROLE:

- Be available in reception area of the student development center to address quick questions regarding topics such as: General Education courses, adding or dropping a course, policies, procedures utilizing the Engineering website, and any other questions about the College of Engineering
- Encourage students experiencing anxiety by sharing personal experiences throughout your time in the College
- Assist students in reviewing their major course curriculum and preparing the for advising appointments with advisors

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- Assist academic advisors by providing personal experiences regarding core engineering course and course load
- Provide temporary front desk coverage when necessary and answer phone call questions

STUDENT COMPENSATION AND RECOGNITION: \$7.25/hour

BUDGET AND SOURCES OF FUNDS: Annual budget of \$7000.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The Peer Consultant program began in October of 2011 and has no plans for expansion at this time.

ASSESSMENT OF SERVICES: We are tracking how the Peer was utilized: a student drop in or assistance requested by advisor; student classification; major, topics discussed and time of day seen.

CONTACT INFO: (Engineering Peer Consultant)

NAME: Nancy Schneider

TITLE: Director of Scholarships/Academic Advisor

OFFICE ADDRESS: 2134 Seamans Center

PHONE: 319-335-5763

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WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

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GROUP NAME: Engineering Student Ambassador

MISSION AND PURPOSE OF PROGRAM: The purpose of the Student Ambassador in the College of Engineering at The University of Iowa is to:

- Assist in activities to recruit prospective students.
- Assist in activities which help students have positive experiences in the College of Engineering.
- Assist in activities to enhance retention of engineering students.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Currently there are 17 engineering student ambassadors who are sophomores, juniors, seniors, and super-seniors and who represent all engineering majors.

They work with all engineering prospective students and their families.

- Write a postcard of welcome to all admitted engineering students (over 1300 students so far this year)
- Host guests at the Explore Engineering@Iowa Saturday programs (over 800 students+parents so far this year)
- Meet with & give tours to prospective students and parents on daily visits (235 students so far this year)
- Meet with & give tours to prospective students and parents at Hawkeye Visit Days, Iowa City Visit Day, Multicultural Visit Day (approximately 500 students + parents so far this year)

They assist in retention activities for currently enrolled students, particularly first-year students, of which we have 430 this year

They assist with other college-wide events like the Homecoming & Family Weekend Tailgate/Open House programs, Advisory Board meetings, Dean's search, etc.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Student Ambassadors may hold this position for a maximum of two academic years.

1. Be currently enrolled in The University of Iowa College of Engineering.
2. Be willing to speak positively about the College of Engineering to small and large groups.
3. Have a positive work ethic including being reliable, responsible, willing to volunteer for activities; and have an ability to work effectively with minimal supervision and structure.
4. Possess strong interpersonal skills and be able to relate well to people on an individual basis.
5. Work effectively as a member of a team.
6. Have a good sense of humor.
7. Be able to work with and assist diverse groups of people.
8. Have and maintain a UI GPA of 2.75 or higher.
9. Commit to making this job a top priority (in addition to coursework) and to work both Fall 2012 & Spring 2013.
10. Be able to attend all of the following:
 - ambassador training,
 - an ambassador ropes leadership/team-building training,
 - weekly Wednesday evening meetings from 5:30-6:30 p.m.,
 - at least five of the six Saturday Explore Engineering@Iowa pro

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Organizing and participating in activities for prospective students scheduled for days, evenings, and weekends primarily on-campus, such as

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Explore Engineering Days (E-Days), Hawkeye Visit Days, walking tours of the Engineering facilities, and one-on-one visits with prospective students.

- Contacting prospective students via e-mail and postcards.
- Organizing and assisting in the implementation of college events and various projects during the year (i.e. Explore Engineering programs, the First-Year Success Seminar, the Engineering Connection mentoring program, arranging student panels, answering e-mail, overseeing the daily tour, etc.).
- Maintaining personal information and records in the strictest confidence. This includes information gained from written and verbal communications with current & prospective students, faculty, or staff.
- Completing other projects and tasks as assigned.

Training consists of a group training before school begins (2-3 hours) going through expectations, various situations they might encounter, how to deal with difficult questions, etc.

Together we do the 4-hour low-ropes leadership challenge course.

We meet weekly and cover training topics at these meetings.

STUDENT COMPENSATION AND RECOGNITION: Student ambassadors are paid \$7.25/hour; each student works approximately 2 hours a week plus a paid staff meeting; approximately once a month we have a Saturday Explore Engineering@Iowa program which requires each ambassador to work about 9.5 hours

BUDGET AND SOURCES OF FUNDS: Funding comes from the College of Engineering through the Dean's Office. In summers, I only have two student tour guides who work during the 8-week summer session giving tours. The ambassadors contribute to the expense of the ropes leadership course by selling t-shirts.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

The engineering student ambassador program has been in existence since 1998. There are no plans to expand the number of ambassadors at this time.

ASSESSMENT OF SERVICES: We conduct exit interviews with all ambassadors. We do evaluations at each of our Explore Engineering@Iowa programs.

CONTACT INFO: (Engineering Student Ambassador)

NAME: Jane Dorman

TITLE: Director of Admissions and First-Year Experience

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WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

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GROUP NAME: Engineering Tutoring Program

MISSION AND PURPOSE OF PROGRAM:

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): We have 40 peer tutors serving the core engineering course. We could serve up to 800 students. However on average we serve 90 people a night from Sunday- Thursday.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Three part process:

1. One night they will come in and observe the program and comment on our current tutors methods
2. They will interview and teach the interview team two of their strongest subjects and answer questions about a variety of situations
3. They will tutor for an hour

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: All tutors have 2-3 subjects they will assist in every night

STUDENT COMPENSATION AND RECOGNITION: Starting pay is \$8.50, and \$10.50 for lead tutors. We are currently brainstorming ideas for recognition.

BUDGET AND SOURCES OF FUNDS: Our budget comes out of the General Funds, we have set aside a separate budget for the program yet. The last two years have been revamping and building as it continues to grow we will need to explore.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program has been in existence since 2000, however it was just held in rooms throughout the building and was not monitored well, it was a help area that was not well utilized. I took the program over in 2008 and made small changes and in 2010 made a huge change. We changed the location, upped the advertising of the programs, and worked with the students to build the program to meet their needs. We will be continuing to expand as our class sizes grow.

ASSESSMENT OF SERVICES: Currently our assessment is surveying students on how to improve. We are developing metrics on the best way to assess the program.

CONTACT INFO: (Engineering Tutoring Program)

NAME: Megan Allen

TITLE: Director, Tutoring, Records, Retention/Academic Advisor

OFFICE ADDRESS: 3124 SC

PHONE: 319-335-5768

EMAIL: megan-e-allen@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://www.engineering.uiowa.edu/sdc/tutoring.php>

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GROUP NAME: Engineering Writing Peer Mentors - Hanson Center for Technical Communication (HCTC)

MISSION AND PURPOSE OF PROGRAM:

- Train undergraduates to express their expertise across a range of goal-oriented communications.
- Promote writing as an essential component of an engineering education.
- Create a favorable environment for engineering students to hone their writing skills via one-on-one and team tutorial sessions.
- Work closely with faculty to deliver sustained communication practice.
- Provide guidelines for writing-intensive assignments.
- Standardize criteria for evaluating student writing across the engineering curriculum.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): For AY 2011-12, we have eight peer educators; in the fall of 2011, we conducted 529 tutoring sessions for individuals and teams.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): The Program Director and Assistant Director identify promising candidates from their writing of HCTC graded assignments and/or from their engagement and aptitude during their own tutoring sessions.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Peer consultants do not grade nor do they pass judgment on grades. Instead, they focus their attention on global writing issues such as organization, audience analysis, and the efficient and ethical use of technical data to support arguments; in this way, they help their fellow students craft reports and proposals that use precise technical descriptions within a persuasive and logical narrative.

STUDENT COMPENSATION AND RECOGNITION: Peer consultants are paid \$9.00 per hour.

BUDGET AND SOURCES OF FUNDS: Our budget is a combination of the Hanson endowment and college funding, plus a revenue stream from off-site workplace writing seminars.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The Hanson opened in the fall of 2001. We are expanding the hours of our professional staff

ASSESSMENT OF SERVICES: There is an art to writing as an engineer, to drafting and revising one's work until it attains an optimal level of clarity and order. Iowa engineers value this fact. And so we look forward to our second decade of helping engineers communicate with confidence, accuracy, and insight.

CONTACT INFO: (Engineering Writing Peer Mentors - Hanson Center for Technical Communication (HCTC))

NAME: Scott Coffel

TITLE: Director

OFFICE ADDRESS: 2226 SC

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WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://www.engineering.uiowa.edu/~ctc/index.html>

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GROUP NAME: Global Buddies

MISSION AND PURPOSE OF PROGRAM: The program is sponsored by Study Abroad within International Programs. It is designed to match incoming international exchange students with domestic students on campus in order to facilitate a very personalized cross-cultural learning experience. The students, who are matched based on common interests, commit to meeting with their global buddy at least twice per month to share a meal, attend concerts and/or movies, attend sporting events, shared knowledge, and build friendships, etc.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): There are usually around 40+ American students and 30+ international students each semester.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): All incoming international exchange students (those coming for a semester or one year on UI's reciprocal exchange program) have the opportunity to participate in Global Buddies, we also get international students interested who are here to obtain a full degree or are just here to learn English through ISEP. Any student at the University of Iowa is welcome to join, but we mostly publicize the organization to students who have previously studied abroad, so they understand the challenges of being in a foreign country to study.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: The American students involved go through an orientation-type meeting in which they learn how best to communicate effectively with their Global Buddy to help get the exchange students situated at the university in the best way possible. They are required to meet with their buddy at least 2x per month, which also helps us know how the exchange students are doing academically, socially, etc.

STUDENT COMPENSATION AND RECOGNITION: There is no compensation.

BUDGET AND SOURCES OF FUNDS: We receive money from Study Abroad from a fee students pay to study abroad.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program has been in existence since 2002. There are no plans to expand the program currently.

ASSESSMENT OF SERVICES:

CONTACT INFO: (Global Buddies)

NAME: John Rogers

TITLE: Assistant Director, Study Abroad

OFFICE ADDRESS: 1111AB UCC

PHONE: 319-335-0353

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WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): <http://gbuiowa.blogspot.com/>

<http://www.facebook.com/GlobalBuddies>

We also have specific facebook groups for each academic year of Global buddies, so they can be notified of events, stay in touch after they leave, etc.

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GROUP NAME: Health Ninjas

MISSION AND PURPOSE OF PROGRAM:

To provide identified Peer Opinion Leaders (POLs) with leadership training, interpersonal skills and health resources to allow them to further influence the health behaviors of peer groups. The goals are to eventually expand beyond peer groups and positively impact and influence the health behaviors of the University community. Health Ninjas use their power as natural leaders to influence peers in order to help their friends and the UI community understand myths and truths about health during every day conversations.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED):

There are currently 51 Health Ninjas who have accepted their nominations or stated that they would like to continue being a part of the program if they were nominated in previous years. Health Ninjas are nominated on an ongoing basis throughout the year.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS):

Health Ninjas have to be nominated by another peer in order to be a part of the program. They also must be undergraduate students.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

The Health Ninjas receive a monthly “tool kit” with health related information, resources, and other training materials that will help them communicate with their peers about healthy behaviors. There is also a Health Ninja meeting every month. At the Health Ninja meeting we discuss various health related topics such as stress, alcohol, nutrition, exercise, sexual health, environmental wellness, etc. I also have an occasional speaker come to the Health Ninja meeting who specializes in an area of wellness. He or she discusses various aspects of health and wellness that pertain to the specific topic/ or their area of interest we are covering for that particular month.

STUDENT COMPENSATION AND RECOGNITION:

Students receive congratulations letters stating that they have been nominated. The student can either accept or decline the invitation. Also, students are given various materials throughout the year that they can distribute to others in order to help positively impact their health habits and behaviors. Health Ninjas are also given various promotional materials in order to help expand the program and gain recognition. Some materials the Health Ninjas are given are condoms, chap stick, water bottles, Health Ninja bags, Health Ninja T-shirts, Health Ninja zipper pouches, hand sanitizer, thermometers, rape whistles, stress balls, etc. Materials are distributed into the “tool kits,” and materials included in the “tool kits” usually pertain to a specific that is being covered that month.

BUDGET AND SOURCES OF FUNDS:

Health Iowa Budget. Health Iowa is a branch of Student Health Services that focuses on health promotion and education. Money requested for the Health Ninja program must be approved by the supervisors beforehand. A majority of the money requested is spent on food for the Health Ninja meetings, Health Ninja promotional materials, and materials distributed in the “tool kits.”

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

The program was formulated in 2007 by a group of graduate students in the Higher Education & Student Affairs program. Expansion of the program is based on recruitment efforts and the amount of people that

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accept nominations, attend meetings, and pick up their “tool kits” each month. Recruitment takes place from advertisement on the website and various outreach events around campus affiliated with Health Iowa.

ASSESSMENT OF SERVICES:

The Health Ninjas are given a Qualtrics survey at the beginning of the year via e-mail. Some questions included in the survey include their comfort level in health discussions with others, knowledge of various health topics, communication skills, and leadership skills regarding various aspects of health and wellness. At the end of the year the Health Ninjas are then asked to take the same survey to assess the results in order to see if the Health Ninja program helped strengthen their knowledge, skills, etc. in any way, and to also understand if the Health Ninjas program has helped them positively impact the health behaviors of people throughout the UI community. A link is also sent out throughout the year so newer Health Ninjas are able to take the survey as well.

CONTACT INFO: (Health Ninjas)

NAME: Elizabeth Ripperger & Trish Schlitz

TITLE: Health Ninja Coordinator

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EMAIL: elizabeth-ripperger@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://studenthealth.uiowa.edu/wellness/health-ninjas>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Honors Peer Advisors

MISSION AND PURPOSE OF PROGRAM:

The purpose of the Honors Peer Advisors is to augment professional staff efforts to help honors students find meaningful ways to engage with the opportunities provided by the Honors Program. Specifically, they promote honors classes, honors designations, research, experiential learning, scholarships, community/activities, and two forms of Honors recognition--Honors Commendations and Graduation with Honors in a Major. Honors Peer Advisors share their knowledge and experience of the Honors Program with other students. Peer Advising does not replace the regular advising process, but rather enhances it by providing a student perspective on how to navigate life as an honors student at the University of Iowa. Peer Advising is a service learning experience requiring practice and reflection. Members earn course credit for meeting with prospective students (and families) in admissions/recruitment contexts such as Hawkeye Visit Days and Campus Visits; for designing and implementing interest-area presentations or "road shows" for current students; for presenting an honors student perspective in outreach events and campus networking, and for answering student questions during office hours and by email. Peer Advisors work with Honors pro-staff and collaborate with departments. By promoting honors opportunities in a variety of forums, and then reflecting on their experiences, Honors Peer Advisors improve communication, networking, and group collaboration skills, and develop as peer leaders.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED):

Members average 25 per semester, plus 2-3 senior peers who serve as undergraduate teaching assistants.

Program is available to serve any of the 4,000-plus students in the University of Iowa Honors Program each semester. In terms of measurable contact, serves an estimated 300-350 current students in interest-area specific and group overview sessions (Roadshows and Getting Started with Honors events in Honors lingo) each semester, plus an additional 60-80 contacts by email, office hours or appointments each semester. Further, Peer Advising serves about 500 prospective students plus their families each semester during Hawkeye Visit Days (and Majors Fair) and another 60-80 prospective students plus their families each semester during Campus Visits.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS):

Current students served by the Honors peer advising program are selected by membership in the Honors Program; within that category, students self-select. Prospective students served by peer advising mostly self-select, as Admissions does not require proof of Honors-eligibility in order for prospective students to participate in Honors presentations at Hawkeye Visit Days or Campus Visits.

Students who serve as peers undergo an application and interview process. They are selected on the basis of their experience with the Honors Program and aptitude for the role.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

Peer Advising is a service learning experience requiring practice and reflection. Members meet weekly for 50 minutes in Honors Peer Advising class. They earn course credit for meeting with prospective students (and families) in admissions/recruitment contexts such as Hawkeye Visit Days and Campus Visits; for designing and implementing interest-area presentations or "road shows" for current students (e.g. *How to Prepare for Med School*, *How to be the Perfect Law School Applicant*, *How to Get Published*); for presenting an honors student perspective in outreach events (e.g. *What is Honors?* presentation for international student group), and for answering student questions (e.g. about Honors Designations) during office hours and by email. They develop slideshow visuals and handouts as part of this work. Peer Advisors work with Honors pro-staff

UI PEER EDUCATORS INFORMATION SHEET

and collaborate with departments in presentations. Training topics include Honors Program opportunities such as Research, Scholarships, and Honors Commendations as well as “how-to” content such as how to plan and implement a successful event and how to listen well in a difficult or confusing conversation (attending skills). Peers are also introduced to some basic student development concepts such as active learning (Baxter Magolda) and marginality and mattering (Schlossberg).

STUDENT COMPENSATION AND RECOGNITION:

They earn course credit, 1-2 s.h. for students in the Honors Peer Advising course, and 2-3 s.h. for undergraduate teaching assistants. Graduating peers are recognized in May with a token of appreciation.

BUDGET AND SOURCES OF FUNDS:

There is no specific budget for Peer Advising. The Honors Program generally expects to pay for t-shirts for the whole team once a year (about \$300), some food for events such as the annual *Scoops for Scholars* networking event, and a token of appreciation (under \$20 each) for graduating members. Social events, including ones with the professional staff present, are potlucks.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

Honors Peer Advising has existed in its current form since fall 2008. It was founded by Honors Associate Director Robert Kirby and Advising Director Andrea Kann, with student leaders including Eric Reynolds, Anne Kvinge, Michael Appel, Alex Wenger, and Cassandra Decker.

ASSESSMENT OF SERVICES:

We assess on an ongoing basis through focused discussion in class as well as through planning and evaluation forms that the peer advisors submit for events. Peer Advising Class also reserves one meeting near the end of the semester for qualitative assessment, looking at the big picture of Honors advising, how peer advising efforts have achieved their goals, and how efforts might be improved through small and large changes.

CONTACT INFO: (Honors Peer Advisors)

NAME: Holly Blosser Yoder

TITLE: Honors Advising Director

OFFICE ADDRESS: 417 Blank Honors Center

PHONE: 319-335-1932

EMAIL: holly-yoder@uiowa.edu , honors-peeradvisors@uiowa.edu (managed by undergraduate TA)

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://honors.uiowa.edu/advising/peer/index.shtml>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Honors Writing Fellows

MISSION AND PURPOSE OF PROGRAM: To improve the writing processes of students across campus; to improve the quality of student writing; to increase the use of writing to learn in courses across the curriculum; to promote peer collaboration; to utilize the talents of Honors students who like to write and talk about writing.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Approximately 25-30 writing fellows each semester help about 10 students per fellow, so between 250-300 students are helped with their writing of two major assignments.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): As soon as faculty members sign up to work with us, that means every student in their course must submit their work first to a Writing Fellow two weeks before it's due to the faculty member. It's a mandatory program for students.

Peer tutors respond to an email from Honors, may attend an information session, and submit an application that involves a personal statement; answers to questions about teaching and tutoring experience; two papers in two different disciplines and a justification for why the application chose them; a letter from a faculty member attesting to the students intellectual and social skills, especially the way s/he supports her peers; the screening of the transcript by the director who has access to student records to ensure that the student has a 3.33 GPA or more. Candidates also go through a 30-minute interview.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Writing Fellows take an Honors seminar called Honors Writing Theory and Practice the first semester they fellow. Topics include writing processes and genres; conventions of writing in different disciplines; the nature of the commenting letter and the conference; prioritizing global (argument, organization) over local issues in a paper; variation in writing according to culture, education, and learning ability, collaborating with students and with faculty; the advantages and disadvantages of the generalist vs. the specialist writing tutor. This semester we are starting Ongoing Education Sessions for experienced fellows. Also, every team of fellows has a faculty or TA commenting helper who helps the team assess their stack of drafts and acts as a liaison between the course professor and the fellows.

STUDENT COMPENSATION AND RECOGNITION: Working as a fellow for 3 semesters counts toward an honors commendation. Students receive \$600 for the first semester they fellow (although at that time they are also paying for the course—unless they are on a complete scholarship) and \$700 for each subsequent semester they fellow.

BUDGET AND SOURCES OF FUNDS: The Provost's office graciously funds us.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? Since 2003. I would like to double the size of the program so we can meet faculty and student demand and professionalize more peer writing tutors.

ASSESSMENT OF SERVICES: Faculty and students fill out evaluations forms about the program every semester. We keep these on file.

UI PEER EDUCATORS INFORMATION SHEET

CONTACT INFO: (Honors Writing Fellows)

NAME: Carol Severino

TITLE: Associate Professor of Rhetoric

OFFICE ADDRESS: 168 EPB

PHONE: 335-0179

EMAIL: Carol-Severino@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): two web sites—one for faculty and students attached to the writing center site:

http://www.uiowa.edu/~writingc/teachers/writing_fellows.shtml

and one for students attached to the Honors site under peer teaching:

<http://honors.uiowa.edu/experiences/writing/HWRP.shtml>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Housing & Dining, Residence Life Resident Assistants

MISSION AND PURPOSE OF PROGRAM: University Housing & Dining complements the academic mission of The University of Iowa by providing clean, safe, and healthy housing and dining programs designed to meet the diverse developmental and educational needs of students living in a multicultural community. Primary to the operation is a dedicated staff that provides excellent service to our students and customers.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): 142 RAs serving 5600 students, usually in groups of 20-70 in a living environment.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): RA's go through a tiered process. Once their application is verified to meet basic requirements (class standing, GPA of 2.5, prior group living experience) they enter into a four session seminar on the roles of an RA. Each session is 1.5 hours long. Approximately half of the applicants are advanced past this stage of the process to the final round interview, which determines the final hiring pool.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: see attached job description.

STUDENT COMPENSATION AND RECOGNITION: Single room for academic year, full meal plan (20 meals per week), and \$5000 paid over 10 months.

BUDGET AND SOURCES OF FUNDS: UHD budget from room and board contracts.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?: Expansion as required through new building, expanded communities, and growing occupancy of entering classes.

ASSESSMENT OF SERVICES: RA's are evaluated by students on their floor as well as their direct supervisors once a year.

CONTACT INFO: (Housing & Dining, Residence Life Resident Assistants)

NAME: Greg Thompson

TITLE: Asst. Director for Residence Life

OFFICE ADDRESS: 260 Stanley Hall

PHONE: 335-3700

EMAIL: gregory-r-thompson@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): www.housing.uiowa.edu

University Housing & Dining Job Description

Title: Resident Assistant (RA)

Basic Function and Responsibility

Required live-in position to assist in the day-to-day operations and develop an inclusive learning community among residents of a specific residence hall. This is a 10-month position from August 1, 2012 – May 19, 2013, and requires an average of 20-hours a week. Hours will vary, and include night and weekend hours. RA positions are one year academic appointments. Current RAs must re-apply each academic year to be considered for a RA position.

Characteristic Duties and Responsibilities

- Create a positive and welcoming environment for all residents moving to the assigned floor. Assist residents by being accessible and acclimating them to the residence hall(s) and campus.

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- Get to know residents (individually and in groups) by being visible and available. It is expected that RAs be in their assigned room and available for residents on a frequent basis. Develop and maintain appropriate personal connections with these residents utilizing the PATH model for community development.
- Stay informed of resident concerns and serve as advocate for those concerns while also reporting concerns to the supervisor in a timely manner.
- Develop, implement, and present community builders, late night programming, and learning initiatives for residents. Support and attend other departmental and University sponsored events.
- Be knowledgeable about University and University Housing & Dining policies and procedures; and help residents to understand the policies and procedures. Support, communicate, confront, enforce, and document violations of University and University Housing & Dining policies and procedures.
- Support the University and department's expectations on diversity, including confronting inappropriate behavior/comments professionally. Report inappropriate behavior to the supervisor in a timely manner
- Be able to effectively respond to emergencies and problems (including maintenance), primarily evenings and weekends. Participate in the On Call Duty Rotation for a specific building(s).
- Assist residents in resolving housing and general problems and refer to appropriate services. Serve as mediator and resolve on-the-spot conflicts when necessary and as trained.
- Be present and assist with opening the building in August and closing the building in May; and at semester and extended break periods.
- Remain on-campus over breaks when students have access to residence hall(s) facilities (Thanksgiving/Winter/Spring breaks) as assigned.
- Maintain atmosphere conducive to academic focus, self-discipline and student success.
- Fulfill a variety of administrative responsibilities including timely and thorough completion of paperwork.
- Develop a collaborative working relationship with custodial, maintenance and University Housing & Dining staff in areas of mutual interest for the residents and hall(s).
- Assist in maintaining an acceptable level of appearance of the interior/exterior of buildings and grounds.
- Assist in recruitment and selection of new RAs, CAs, Hall Coordinators, etc.
- Attend training workshops and weekly staff meetings.
- Attend bi-weekly one-on-one meetings with Hall Coordinator.
- Perform other duties as assigned.

Supervision Received

General supervision is received from the Hall Coordinator or other designated official.

Qualifications

- Must be a current University of Iowa full-time student. One year of on-campus living experience at time of employment.
- Must maintain a minimum cumulative GPA of 2.5 each semester during the term of employment. Each semester of employment individual must achieve a minimum of 2.0 semester GPA. RAs must pass 70% of all credits attempted each semester.
- Attend mandatory spring, pre-fall (August) and winter (January) training workshops.

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- Enroll, attend, and successfully complete a 6-week RA Class. The course meets one day a week for an optional 1 credit hour.
- As a condition of employment the RA must reside in a University Residence Hall.
- Excellent verbal and written communication and organization skills and ability to effectively work with a diverse population and adjust to challenging situations is required.
- Reasonable experience in using computers; including Word, Excel, and e-mail.
- Ability to show responsibility for own time-management.
- Creative and self-motivated individual with demonstrated leadership experience.
- Must successfully complete a criminal background check.

Compensation and Housing

- Single room in residence hall as assigned.
- Stipend of \$5,000 prorated over a 10-month employment period, plus full meal plan, and \$100 Hawk Dollars per semester.

The University is an Equal Employment Opportunity and Affirmative Action Employer.

Women and Minorities are encouraged to apply.

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: University Housing & Dining Tutoring

MISSION AND PURPOSE OF PROGRAM: The purpose of tutoring in the residence halls is to offer academic support for primarily first-year students who live on-campus.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): There are currently twelve tutors. During a typical semester, the tutors record at least 700 student interactions

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Any on-campus student is welcome to use the tutoring resources in the residence halls. Tutoring is offered for free and on a drop-in basis so there are no appointments necessary.

The tutors apply to be a tutor and are selected based on an interview process. They must have and maintain a 3.0 GPA and have earned an A- or above in the classes they tutor.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: [I've attached a job description]

STUDENT COMPENSATION AND RECOGNITION: Students are paid hourly.

BUDGET AND SOURCES OF FUNDS: University Housing & Dining Office of Residence Life

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program has existed for four years. There are not currently any plans for a major expansion of the program.

ASSESSMENT OF SERVICES: The program is assessed each semester. Tutors are assessed via less formal observations each semester and yearly evaluations

CONTACT INFO: (University Housing & Dining Tutoring)

NAME: Linda Varvel

TITLE: Residence Life Programming Coordinator

OFFICE ADDRESS: 260 Stanley Hall

PHONE: 319-335-3700

EMAIL: linda-varvel@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

www.housing.uiowa.edu/tutoring

University Housing and Dining: Tutor Job Description

WHAT YOU WILL LEARN:

You will learn "real world" work skills such as time management, conflict resolution, balancing priorities, managing finances, interpersonal communication, customer service experience, working with people from diverse backgrounds and working as part of a team. Although your job in the Division of Student Life may not be directly related to your future profession, the skills you learn here will help you in your chosen career path and give you valuable work experience to strengthen your resume.

BASIC FUNCTION AND RESPONSIBILITY:

Tutor individuals or small groups (3-5) of students, assisting them in mastering course content and in becoming more

UI PEER EDUCATORS INFORMATION SHEET

independent, confident and self-directed learners. Tutors will work in either East Neighborhood or West Neighborhood. Scheduling is determined each semester for 2 hours per night for a total of 2-10 hours per week. Tutors are needed for a wide variety of subjects; the majority of requests are consistently for rhetoric, mathematics, chemistry, and biological sciences.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES:

- ☑ Participate in orientation and training sessions.
- ☑ Conduct weekly tutoring session with residence hall students at predetermined hours in either the East or West neighborhood tutoring centers.
- ☑ Maintain effective, active communication with Manager of Academic Initiatives or designee.
- ☑ Be prepared and on time for tutoring hours as scheduled.
- ☑ Submit updates via email once per week recapping tutoring sessions.
- ☑ Complete all paperwork as directed.

SUPERVISION RECEIVED: General supervision is received from the Manager of Academic Initiatives or designee.

SUPERVISION EXERCISED: None

QUALIFICATIONS:

- ☑ Enrolled as a student at the University of Iowa.
- ☑ A cumulative GPA of 3.0, a grade of "A-" or higher in courses tutored and reference from faculty member who taught course(s) are required at time of application.
- ☑ Required to maintain a semester GPA of 3.0.
- ☑ Excellent communication (verbal and written) and ability to be positive and respectful in working with a diverse population.
- ☑ Experience working with a diverse population.
- ☑ Excellent organizational skills.
- ☑ Must be proficient in using computers, including Microsoft Word and email.
- ☑ Must successfully complete criminal background check.

SALARY: \$10.00 per hour

WORK HOURS: This position is limited to 10 hours per week.

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under his or her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

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GROUP NAME: ICRU Research Ambassadors

MISSION AND PURPOSE OF PROGRAM: The ICRU Research Ambassadors serve undergraduates at The University of Iowa to provide information about research opportunities and resources. They meet once a week in a 1 credit hour class. They can serve as an Ambassador up to 4 times, and they prefer to have students serve more than one semester. They also organize and coordinate Research Festivals once per semester. They are active during both fall and spring semesters.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): There are 6-10 students on staff each semester as a Research Ambassador. They serve hundreds of students per year.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Students are selected by nomination by faculty or other current Ambassadors. Bob Kirby (Director) also approaches ICRU Fellows who are active in their research to become Ambassadors. He also recruits people who are active in the Research Festivals. Bob likes to have a wide variety of disciplines represented by the Ambassadors, so that they can approach many populations with necessary information.

DESCRIPTION OF ROLE AND SPECIFIC TRAINING TOPICS FOR PEER EDUCATORS: Ambassadors take the one credit hour class and are not required to hold additional set office hours; however they are responsible for working at the festivals and getting “out and about” to LLCs, classrooms, and Hawkeye Visit Days to spread the message about research and resources.

They receive training in the class each week from Bob and from each other as they learn about opportunities. The ICRU Fellows also present about research they are doing so that the Ambassadors can speak about these things. Bob presents about types of proposals for research, how to present a poster at a festival, how research is “judged,” graduate school preparation, etc.

STUDENT COMPENSATION AND RECOGNITION: Students receive 1 credit hour for taking the course. Bob feels that they receive recognition through their experiences they learn while promoting their findings with other like-minded students. He also notices that the group becomes very “bonded” with each other and they get very excited about the opportunities surrounding research. Many of these students discover they would like to become faculty some day through this experience.

BUDGET AND SOURCES OF FUNDS: The students are taking this for a class, so there is really no cost to run the program itself.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program has existed for 3 years and he would love to see numbers of Ambassadors and those served increase. Connecting with LLCs more in the future will help the program grow.

ASSESSMENT OF SERVICES: None at this time.

CONTACT INFO: (ICRU Research Ambassadors)

NAME: Bob Kirby

TITLE: Associate Director, Honors Program

OFFICE ADDRESS: 443 BHC

PHONE: 335-1684

EMAIL: bob-kirby@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): None to his knowledge

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: International Student & Scholar Services Orientation Leaders

MISSION AND PURPOSE OF PROGRAM: To inform international students about aspects of student life at The University of Iowa. To answer questions that students will not feel comfortable answering in large group settings.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): In the past, 1 Orientation Leader per 12 students. This fall we will have one Orientation Leader per 20 students with approximately 750 total students

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): In the past, Orientation Leaders were volunteers who applied and were selected by Helen Jameson. This semester, Residence Hall Assistants will serve as Orientation Leaders.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: In the past, Helen Jameson and Shannon Lizakowski conducted two days of cultural training for volunteers. This semester, Leaders will attend a session led by Leanne Seedorff as an extension of their Residence Hall Assistant training.

STUDENT COMPENSATION AND RECOGNITION: Leaders have always been volunteers in the past. We have tried to reward volunteers with fun activities after orientation (such as pizza parties).

BUDGET AND SOURCES OF FUNDS: OISS Orientation in the past.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? Unknown. This semester, Approximately 30 RAs will serve as Orientation Leaders for the first time

ASSESSMENT OF SERVICES: Irreplaceable to the program. Orientation Leaders are able to elicit questions that students are uncomfortable asking ISSS advisors. In addition, Leaders often serve as guides throughout the week if social activities are held off campus (e.g. in the Robert A. Lee Rec Center)

CONTACT INFO: (International Student & Scholar Services Orientation Leaders)

NAME: Michael Bortscheller

TITLE: International Student and Scholar Advisor

OFFICE ADDRESS: 1111 UCC

PHONE: 319-335-3584

EMAIL: michael-bortscheller@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): n/a

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Iowa Edge Peer Leaders

MISSION AND PURPOSE OF PROGRAM: The mission of Iowa Edge is to foster a sense of community among students of color and low-income, first-generation college students at the University of Iowa by connecting them with caring faculty and staff, essential resources, and positive out-of-classroom activities resulting in enhanced student-institutional fit, improved student performance, and increased student retention.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): 2 Associate Peer Leaders and 12 Peer Leaders

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): We advertise, interview and selected for the peer leader position every fall.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: See attached document (job description and training schedule)

STUDENT COMPENSATION AND RECOGNITION: See attached job description

BUDGET AND SOURCES OF FUNDS: The Iowa Edge is funded by the Kevin and Donna Gruneich Charitable Foundation and organizationally housed in the Chief Diversity Office, the program itself is administratively coordinated through an Executive Committee of four UI staff members, with planning and implementation occurring in five working subcommittees: Recruitment & Marketing; Registration, Check-in & Materials; Programming, Meals & Space; Peer Leader; and Evaluation & Retention.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program has existed since 2006. No, the program will remain at selecting 95 students.

ASSESSMENT OF SERVICES: A survey is provided to the Peer Leaders after training and after the program.

CONTACT INFO: (Iowa Edge Peer Leaders)

NAME: Gabriela Rivera

TITLE: Program Specialist

OFFICE ADDRESS: 24 Phillips Hall

PHONE: 319-335-3555

EMAIL: gabriela-rivera@uiowa.edu

UI PEER EDUCATORS INFORMATION SHEET



Iowa Edge Peer Leader Training
2012 Schedule

Week 1 - Introductions: February 10, 2012

3:00-5:00 p.m.

2390 University Capitol Centre

Supplies:

- ✓ Materials for nametags - name sheet, name tags, markers (Judi & Dionna)
- ✓ Create Nametags (Judi & Dionna)
- ✓ Copies of agenda
- ✓ Copies of Peer Leader Handbook (Gabriela)
- ✓ StrengthsFinder materials/instructions (Stacy)
- ✓ Snacks (Gabriela / Judi & Dionna pick out snacks)

3:00 Welcome – Meet your trainers for 2012

3:05 Peer Leader Introductions (Gabriela facilitate)

3:10 Review Peer Leader Handbook:

History & Goals of Iowa Edge (Sheila)

Training Model (Richard)

Expectations of Peer Leaders (AP's)

Introduce "47 Things to Do Before You Graduate" (Sheila)

3:35 Ice Breaker (Judi & Dionna)

4:05 Introduce mentors and mentor program (Kelly)

4:20 Introduce StrengthsFinder (Stacy)

Student Organization Update?

4:40 Prep for next week:

Volunteer for nametags (week 3) _____ Elizabeth

Volunteer for 10-minute team builder (week 3) _____ Rebekah

4:50 Pizza Preference & Check-Out (Judi & Dionna)

5:00 Dismiss

Week 2 - Teambuilding Workshop: February 17, 2012 (Kelly, Beth, Richard)

3:00 – 6:00 p.m.

North Gym, FieldHouse

Teambuilding Workshop

Facilitators: Rob DuBay

Dinner after Teambuilding (Pizza)

Week 3 - StrengthsFinder: February 24, 2012 (Gabriela, Stacy, Sheila, Richard, Kelly)

3:00-5:00 p.m.

C230 Pomerantz Center - Career Center

Supplies:

- ✓ StrengthsFinder (Stacy / Greg Thompson)
- ✓ Nametags (Elizabeth)
- ✓ Snacks (Dionna & Judi)

UI PEER EDUCATORS INFORMATION SHEET

- 3:00 Welcome (Sheila)
- 3:05 Team Builder (Rebekah)
- 3:15 StrengthsFinder (Greg Thompson)
- 4:55 Prep for next week:
Project Updates and Requirements
Mentor/Faculty – March 2nd
Volunteer for nametags: _____ (Sharon Beck and Brooke Paulsen)
- 5:00 Dismiss

Week 4 - Prejudice Reduction Training Part 1: March 2, 2012 (Stacy, Gabriela)

3:00 – 5:00 p.m.

S401 PBB

Supplies:

- ✓ Copies of agenda (Beth)
- ✓ Nametags ()

- 3:00 Welcome (Gabriela)
- 3:05 Prejudice Reduction Training Part 1 (Sharon Beck and Brooke Paulsen)
- 4:45 Prep for next week:
Volunteer for nametags: _____
Volunteer for 10-minute team builder (week 5) _____
- 4:50 Debriefing (Sarah and Elmer)
- 5:00 Dismiss

Week 5 – Cultural Intelligence: March 23, 2012 (Stacy, Kelly, Richard)

3:00 – 5:00 p.m.

S538 Pharmacy Building

Supplies:

- ✓ Nametags (PL)
- ✓ Copies of agenda (Beth)

- 3:00 Welcome (Richard)
- 3:05 Team Builder (PL)
- 3:15 CQ Training (Stacy)
- 4:50 Prep for next week:
Volunteer for nametags: _____ (guest speakers: Amy A'Hearn)
Volunteer for 10-minute Team Builder (week 6) _____
- 4:55 Debriefing in Small Groups (Al and Ignasis)
- 5:00 Dismiss

Week 6 - Professional Development & Interviewing: March 30, 2012 (Richard, Stacy, Kelly, Gabriela)

3:00-5:00 p.m.

PC C310

Supplies:

- ✓ Nametags (PL)
- ✓ Copies of agenda (Beth)

- 3:00 Welcome (Stacy)
- 3:05 Team Builder (PL)

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- 3:15 Professional Development with PCC Peer Advisors and Amy A'Hearn
4:45 Prep for next week:
Volunteer for nametags: _____ (Lindsay Jarrett and Jarvis Purnell)
Volunteer for 10-minute team builder (week 7) _____
4:50 Debriefing in Small Groups (Elizabeth and Kelsey)
5:00 Dismiss

Week 7 – Prejudice Reduction Part 2: April 6, 2012 (Richard, Kelly, Gabriela)

3:00-5:00 p.m.

Michigan Room, Iowa Memorial Union

Supplies:

- ✓ Nametags (PL)
- ✓ Copies of agenda (Beth)

- 3:00 Welcome (Gabriela)
3:05 Team Builder (PL)
3:15 Prejudice Reduction Part 2 (Lindsay Jarrett, Jarvis Purnell)
4:15 Prep for next week:
Volunteer for nametags _____ (guest speakers: Mike Venzon, Jacquett Wade, and Preston Keith)
Volunteer for 10-minute team builder (week 8) _____
4:20 Peer Leader Check In with Committee Members
4:50 Debriefing in Small Groups (Martin and Jessica)
5:00 Dismiss

Week 8 – Ableism / Heterosexism & Homophobia: April 13, 2012 (Kelly, Sheila, Gabriela)

3:00-5:00 p.m.

Currier Green Room

(ableism - Mike Venzon / heterosexism & homophobia- Jacquett Wade and Preston Keith)

Supplies:

- ✓ Nametags (PL)
- ✓ Copies of agenda (Beth)

- 3:00 Welcome (Kelly)
3:05 Team Builder (PL)
3:15 Understanding Ableism & Able-Bodied Privilege (Mike Venzon, Student Disabilities Services)
4:00 Understanding Heterosexism & Homophobia (Jacquett Wade and Preston Keith)
4:45 Prep for next week:
Volunteer for nametags: _____ (guest speakers: Dr. Kathleen Staley, Trish Schiltz)
Volunteer for 10-minute team builder (week 9) _____
4:45 Debriefing in Small Groups (Rachel and Edgardo)
5:00 Dismiss

Week 9 – Emergency Situations & Counseling: April 20, 2012 (Richard, Kelly, Stacy)

3:00-5:00 p.m.

Health Iowa Classroom & University Counseling Services (Westlawn Building)

Supplies:

- ✓ Nametags (PL)
- ✓ Copies of agenda (Beth)

UI PEER EDUCATORS INFORMATION SHEET

- 3:00 Welcome (Beth)
- 3:05 Team Builder (PL)
- 3:15 Emergency Situations (Trish Schiltz, Health Iowa)
- 4:00 University Counseling Service (Dr. Kathleen Staley, University Counseling Service)
- 4:45 Prep for next week:
Volunteer for nametags: _____ Kate Sojka
- 4:50 Debrief (Rebekah and Christian)
- 5:00 Dismiss

Week 10 Presentations & Wrap Up: April 27, 2012 (All)

3:30-6:30 p.m.

Shambaugh Auditorium

Supplies:

- ✓ Nametags (PL)
- ✓ Copies of agenda (Beth)

- 3:00 Welcome and Introductions
- 3:15 Mentor and Faculty Presentation
- 4:00 On Iowa! Report (Kate Sojka, Director of Retention, Student Success and First Year Immersion)
- 4:30 Celebration Dinner and FAQ Roundtable (Share or Brown Bottle?)

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: LeaderShape On-Site Coordinators

MISSION AND PURPOSE OF PROGRAM: The Mission of LeaderShape

To transform the world by increasing the number of people who *lead with integrity*[™] and a healthy disregard for the impossible.

LeaderShape is a Six intense days of dialogue and interactive self-discovery in a supportive Learning Community.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): 2 on-site coordinators assist with the LeaderShape program serving around 54 students each year.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): OSC's must be a former LeaderShape graduate and complete an application and interview processes for selection.

LeaderShape students must complete an on-line application and are selected by the CSIL Leadership Staff and OSC's. Years left at Iowa, involvement, class standing (graduate vs. undergraduate students) and what they hope to gain are all considered.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

On-Site Coordinator Job Description

- Assist the Program Coordinator with logistics for The LeaderShape Institute.
- Serve as a faculty member during The LeaderShape Institute.
- Participate in faculty training and all faculty meetings.
- Work in collaboration with the Lead and Cluster Facilitators to ensure a successful LeaderShape Institute.
- Follow the On-Site Coordinator To-Do List to ensure that all tasks are done on time and with high attention to detail.
- Serve as a resource for Lead and Cluster Facilitators on campus climate and culture.
- Set up the Learning Community as needed by the Lead Facilitators.
- Serve as an on-site emergency contact for participants (consult with individual Program Coordinator about specifics).
- Be thinking and acting one step ahead of the faculty and curriculum in terms of preparation and readiness.
- Be accountable to the Lead Facilitators regarding training and curriculum of The LeaderShape Institute.
- Be accountable to the Program Coordinator in regards to the logistics of The LeaderShape Institute.
- Serve as a role model for participants on what it means to lead with integrity[™].

STUDENT COMPENSATION AND RECOGNITION: No compensation

BUDGET AND SOURCES OF FUNDS: LeaderShape is now funding through 2015 by UISG/ECGPS

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? 25 years nationally, at Iowa for 3 years

ASSESSMENT OF SERVICES: Pre and post assessment is completed by participants for LeaderShape

UI PEER EDUCATORS INFORMATION SHEET

CONTACT INFO: (LeaderShape On-Site Coordinators)

NAME: Kelly Jo Karnes

TITLE: Associate Director, Center for Student Involvement & Leadership

OFFICE ADDRESS: 145 IMU

PHONE: 335-3059

EMAIL: kellyjo-karnes@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://www.leadershape.org>

<http://imu.uiowa.edu/leadershape-iowa/>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Link Program Supplemental Instruction, Academic Advising Center

MISSION AND PURPOSE OF PROGRAM: SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Provide study instruction and support to recruited first –year students for specific general education courses taken during their first year.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): 4 students are needed per year. They must be honors students. They submit written applications in the Spring and are interviewed before selection, usually about two new people a year. There may be approx. 30 Link students served by supplemental instruction each year.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

Supplemental instructors are assigned to a predetermined lecture. They attend this lecture with the Link students, take notes on the lecture, and do all the reading. They use this background to lead two study groups a week for 14 weeks of the semester (not the first week or during finals). These groups meet in the evenings for an hour. They also debrief with me for an hour every two weeks. They provide reports on the activities, attendance, and performance of each group. These reports are shared with Advisors.

Training happens in the spring. The interview is when the program and goals are explained to the new instructors. Training is 8 hours of seat time – learning what Iowa Link is, how Supplemental Instruction works, watching a lecture and practice as a study group, taking care of all the hiring paperwork, and visiting a study group if possible. There is an additional meeting in the fall for a couple of hours to get reoriented to the program, understand how orientation will work and to review job expectations.

STUDENT COMPENSATION AND RECOGNITION:

They receive \$1300 per semester, divided across four equal payments (Sept-Dec and Feb-May).

BUDGET AND SOURCES OF FUNDS:

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

ASSESSMENT OF SERVICES:

CONTACT INFO: (Link Program Supplemental Instruction, Academic Advising Center)

NAME: Brian Corkery, **TITLE:** Senior Associate Director, AAC

Office: 210 Pomerantz Center

Campus phone: (319) 353-5700

EMAIL: brian-corkery@uiowa.edu

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: On Iowa! Student Leaders

MISSION AND PURPOSE OF PROGRAM: As a required immersion experience for all new first-year students, On Iowa will introduce students to University life, including the skills necessary to be successful U of I students within and beyond the classroom. New students will

- **Make friends** with new and returning students,
- **Discover** Hawkeye traditions and what it means to be a University of Iowa student,
- **Prepare** to excel in classes,
- **Explore** activities and student organizations, and
- **Commit** to The IOWA Challenge!

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Approximately 200-300 On Iowa! student leaders serving around 4500 new students.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Online application in the spring, mandatory information meeting, individual and group interview process.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: On Iowa! Student Leaders facilitate activities and group interaction for a group of approximately 30 students over the course of the 3-day program. Training consists of spring meetings covering expectations, communication and Strengths and summer training, covering the program, responsibilities and group facilitation.

STUDENT COMPENSATION AND RECOGNITION: \$100 stipend, On Iowa! SWAG (i.e. t-shirts) and early registration for the fall semester.

BUDGET AND SOURCES OF FUNDS: The On Iowa! budget is covered by the Orientation Fee

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program launched in August 2011, with plans to increase student leaders in 2012.

ASSESSMENT OF SERVICES:

In 2012, Student leaders were invited to participate in focus groups to talk about their experience. In addition, a survey was sent to participants in October to learn about their overall experience, as well as their interaction with student leaders.

CONTACT INFO: (On Iowa! Student Leaders)

NAME: Kate Sojka

TITLE: Director, New Student Programs

OFFICE ADDRESS: 310 Calvin Hall

PHONE: 335-1733

EMAIL: Kathryn-sojka@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): <http://oniowa.uiowa.edu/>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Orientation Hawkeye Guides

MISSION AND PURPOSE OF PROGRAM: The mission of Orientation Services, in accordance with the mission of The University of Iowa, is to work actively with faculty, staff, and current students to facilitate the successful matriculation of entering first-year, transfer, and international students to The University of Iowa by providing a comprehensive introduction to the University through programs, publications, services, and personal contact.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): 28 Hawkeye Guides, serving about 4500-6000 first-year and transfer students through Orientation programs.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): On-line application process in fall, mandatory information session, individual interview, group interview

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Hawkeye Guides lead students and parents through the University's Orientation program. Training program is a 2 credit class in the spring covering topics such as: effective communication, group facilitation, answering difficult questions, assertiveness and program specific material. Summer training is full-time for the 2-3 weeks leading up to the start of programs covering logistics and campus resources.

STUDENT COMPENSATION AND RECOGNITION: \$2600 +\$500 for summer and working On Iowa!, on-campus housing and full board plan, 2 hours of credit for spring training, possible notation of internship on transcript, polo, t-shirt and nametag to wear during program.

BUDGET AND SOURCES OF FUNDS: A portion of each incoming student's \$250 acceptance fee is allocated to Orientation Services. These funds are in turn used to provide required programs for all first year and transfer students and their families.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

Orientation is a long standing tradition at The University of Iowa. Currently there are no plans to expand or change the program (significant revisions to the program were made over the course of the past two years).

ASSESSMENT OF SERVICES: Hawkeye Guides participate in assessment of spring and summer training and students and parents participate in assessment of the programs.

CONTACT INFO: (Orientation Hawkeye Guides)

NAME: Tina Arthur

TITLE: Assistant Director

OFFICE ADDRESS: 310 Calvin Hall

PHONE: 335-1497

EMAIL: tina-arthur@uiowa.edu

WEBSITE: <http://fye.uiowa.edu/welcome-iowa>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: College Health Education Course (027:144)

MISSION AND PURPOSE OF PROGRAM:

- To provide a foundation of the theories/models that guide health behavior change in the college setting
- To encourage and facilitate reflection on how health issues apply students and their communities
- To provide practical experience in planning, implementing and evaluating health programs

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): This semester there are 25 students in the class (usually about 15-20 students). The class is usually only offered in the spring, but we will try to offer it both semesters in the fall due to the higher demand. It is hard to determine exactly how many students they reach, since many of their interactions are informal with their friends or other peers.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Students who sign up for the class are eligible. They must be Health & Human Physiology majors, and have completed two prerequisites (Physical Activity & Health and Nutrition & Health). This semester there are 25 students in the class (usually about 15-20 students). The class is usually only offered in the spring, but we will try to offer it both semesters in the fall due to the higher demand.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: The peer educators each need to do at least 8 hours of outreach, where they interact with their peers in different capacities. Sometimes they staff tabling events, while other times they perform fitness testing on their peers. Topics range from stress management, sexual health, alcohol/drug awareness/risk reduction, fitness, and nutrition. Students plan the UI Student Health Fair. They are also taught how to incorporate peer education into everyday conversations with their friends and other peers.

STUDENT COMPENSATION AND RECOGNITION: The students are not compensated. The class has 3 credit hours of academic credit. They are thanked for all of their hard work helping Health Iowa with peer education, but no formal recognition is given.

BUDGET AND SOURCES OF FUNDS: The class is through the Department of Health and Human Physiology. Health Iowa/Student Health Service pays for t-shirts for the class to wear at events, and for any event costs.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

College Health Education has been offered as a 3 credit-hour class for a little over one year. It is a combination of previous classes Peer Health Education (2hr) and Practicum in Health Promotion (1hr). Those classes have been offered since at least 1994 (maybe earlier—hard to determine further back than that).

The class will be offered both semesters starting in the fall, so potentially, double the number of students will be reached.

ASSESSMENT OF SERVICES:

All students complete a self-assessment at the beginning and end of the semester, in which they can rate their skill level and comfort level on a variety of different factors (e.g., skill as a listener, skill as a peer educator, comfort leading a group discussion, comfort confronting a peer about unhealthy behaviors or dangerous choices, etc.). All students also have the opportunity to complete a class evaluation at the end of the semester.

UI PEER EDUCATORS INFORMATION SHEET

CONTACT INFO: (College Health Education Course (027:144))

NAME: Trisha Schiltz

TITLE: Health Educator

OFFICE ADDRESS: 4169 Westlawn

PHONE: 319-335-8094

EMAIL: trisha-schiltz@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Peer Mentor (used in a variety of classes in the College of Liberal Arts and Sciences)

MISSION AND PURPOSE OF PROGRAM: SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Assist professor with a specific course

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Students who had previously been in the course are recruited by faculty

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

Instructors choose students who have previously excelled in the course to assist with demonstration of skills and helping other students develop their skills. Most of the student peers have been utilized in Art classes that require attaining specific skill levels. The mentor does not assess work or assign grades.

STUDENT COMPENSATION AND RECOGNITION:

Students earn 1sh of credit for being a peer mentor. They attend the course they help with, but do not receive additional credit for the course.

BUDGET AND SOURCES OF FUNDS:

Coordinated by Academic programs and Student Development

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

4 years-

ASSESSMENT OF SERVICES:

CONTACT INFO: (Peer Mentor (used in a variety of classes in the College of Liberal Arts and Sciences))

NAME: Diane Hauser , Associate Director

OFFICE: 120 SH

CAMPUS PHONE: (319) 335-2633

EMAIL: Diane-hauser@uiowa.edu

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Peer Networking Resource, Tippie College of Business

MISSION AND PURPOSE OF PROGRAM: Goals: 1) To create a more connected community within the Tippie College of Business & 2) To provide students with a tool for practicing the important art of networking

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): “Networkers” is the name we’ve assigned to the peer educators in this program. Currently we have 15 listed on our website. The current networkers are either members of Tippie Senate or the Multicultural Business Student Association. This program was launched on Monday February 27, 2012 so it is unknown how many students will use this resource. We are tracking the use this spring to determine how to move forward. At our kick-off event, we had approximately 20 students attend. We are leaving the program open to any pre-business or TCOB student to contact the networkers with questions or to develop more connections with other business students, but are trying to target international students and underrepresented populations in our marketing efforts this semester.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Networkers have an application they must fill out and submit to Brooke Paulsen in the UPO. Currently we are only allowing currently admitted TCOB students in good academic standing serve as an official networkers, while there is no selection process for those using the resource.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: The role of the networkers is to list topics they are willing to answer questions about in our binder and our website and then be open to students contacting them via phone or email to ask questions or get more connected. We also may have some structured events in the future where networkers attend and practice networking with pre-business students, such as a speed networking event (based on speed dating). Students then can access the website to see what students they may want to contact with questions. We provided a brief training (30 minutes) for the networkers on our expectations, the importance of referrals, along with do’s and don’ts developed by the student leaders who initially developed the idea. In the fall, more training will be provided.

STUDENT COMPENSATION AND RECOGNITION: None at this time.

BUDGET AND SOURCES OF FUNDS: No set budget at this time, spring events targeting underrepresented students is coming from funding through Rockwell for diversity initiatives.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? This spring is our pilot program, and based on how this spring goes, we may expand the program in the fall.

ASSESSMENT OF SERVICES: On-going tracking by the networkers of student contacts, method of contacts, and topics of contact. Plan to assess at future events to gain feedback from those using the resource.

CONTACT INFO: (Peer Networking Resource, Tippie College of Business)

NAME: Brooke Paulsen

TITLE: Assistant Director, Student Success

OFFICE ADDRESS: C140 PBB

PHONE: 319-335-1037

EMAIL: brooke-paulsen@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://tippie.uiowa.edu/undergraduate/studentlife/pnr/>



ATION SHEET



GROUP NAME: Leadership Living-Learning Community Peer Mentors

MISSION AND PURPOSE OF PROGRAM: See additional information below the contact info

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED):

Start of year 12 peer mentors and 18 mentees

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS):

Students Served: First-year students self-enroll in the living-learning community while completing their housing application for University Housing and Dining.

Peer Mentors:

1. Submit application and resume
 - a. Materials are evaluated by staff members
2. Interviews granted based off quality of application and resume
 - a. There is no minimum or maximum number of applicants approved for interviews. Interviews are granted based on the quality and content of the application materials
 - b. Applicants are interviewed by CLA staff members and current peer mentors
3. Offers are made to top qualified applicants (goal for 12-15 peer mentors)

DESCRIPTION OF ROLE AND SPECIFIC TRAINING TOPICS FOR PEER EDUCATORS:

Fall 2011 Training – learning outcomes:

As a result of participating in the Fall 2011 Career Leadership Academy Peer Mentor Training, individuals will:

- Know how to establish and develop a positive relationship with their assigned peer mentee as demonstrated through activities brainstormed and expectations established during the retreat.
- Understand the importance of the issues of confidentiality and developing appropriate boundaries for the mentor/mentee relationship through group discussions at the training.
- Be able to identify at least 3 common issues first-year college students face demonstrated through retreat activities and post-retreat assessment.
- Recognize the importance of active listening skills and connecting those skills to the mentor/mentee relationship as observed through post-activity processing.

Training Topics:

- Position expectations & learning outcomes
- General group bonding and familiarization
- Developing appropriate relationships with mentees
- Understanding common issues for first year students and connecting it to their own first-year experience
- Active Listening
- Goal Setting

Ongoing Training Topics:

- Developing and transitioning the mentor/mentee relationship
- Connecting Relational Leadership Model to mentoring
- Additional Active Listening
- Professional Development

UI PEER EDUCATORS INFORMATION SHEET

- Development and Facilitation of educational programs

STUDENT COMPENSATION AND RECOGNITION:

- Peer Mentors serve on a volunteer basis
- Recognized at end of the year banquet

BUDGET AND SOURCES OF FUNDS:

- Funds secured through a grant from State Farm

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

- 2 years
- The program will continue to serve the needs of the Leadership Living-Learning Community. At this time considerations are being made to develop a Peer Leadership course for the Spring of 2013. Students will be able to attain course credit for their participation in the program.

ASSESSMENT OF SERVICES:

- Pre/Post-fall Training via survey
- Ongoing journaling provides qualitative insight to mentor/mentee relationships and overall student experience
- Self-assessment of performance based on RLM components

CONTACT INFO: (Leadership Living-Learning Community Peer Mentors)

NAME: Mark Baccei

TITLE: Graduate Assistant

OFFICE ADDRESS: Pomerantz Career Center

PHONE: 5-1023

EMAIL: mark-baccei@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

<http://www.careers.uiowa.edu/leadershipacademy/#community>



[Additional Information:](#)



Career Leadership Academy's Core Values:

- Excellence
- Integrity
- Inclusiveness
- Learning and Development
- Make a Difference

Key Skill Development Areas:

- Verbal Communication
- Listening
- Interpersonal
- Problem Solving
- Identify Campus Resources
- Organization and Planning
- Promote Inclusiveness

UI PEER EDUCATORS INFORMATION SHEET

Learning Outcomes for Career Leadership Academy Living-Learning Community Peer Mentors will be achieved by the presence and active inter-play of the overarching program values and key skill development areas.

Learning Outcomes:

As a result of serving in the role of a Career Leadership Academy Living-Learning Community Peer Mentor individuals will be able to:

1. Demonstrate effective listening and communication skills that aid in the exploration of peer issues as observed through exercises during the fall Peer Mentors training and weekly Peer Mentor meetings;
2. Create and support a healthy, helping environment through the use of appropriate interpersonal qualities such as respect, empathy, and openness demonstrated through fall training reflections and biweekly journal entries;
3. Collaborate with peers to form inclusive relationships as observed through mentor/mentee relationships, peer-peer relationships, and through peer performance feedback collected during a mid-year check-in;
4. Identify and understand common issues that first-year college students may experience, and offer suitable solutions and resources designed to aid undergraduate students observed through post-fall training assessment, a mid-year check-in, and end of the year assessment;
5. Develop a comprehensive definition of professionalism through on going purposeful programing (including fall training, weekly meetings, and leadership workshops) that can be effectively role modeled through the mentor/mentee relationship and observed through mid-year check-in and end of the year assessment; and
6. Effectively organize and plan events through mentor/mentee interactions that are centered on social, service, and/or educational activities and programs.

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Pomerantz Career Center Peer Advisors

MISSION AND PURPOSE OF PROGRAM: Peer Advisors are responsible for aiding students with the following:

- Reviewing resumes and cover letters or providing information on how to get started
- Assisting with job and internship searches and providing interview tips
- Providing resources for exploring occupations
- Supplying information on Pomerantz Career Center programs, services and resources
- Answering general career-related questions
- Conducting career development programs and workshops across campus upon request

Peer Advisors assist walk-in students who visit the Pomerantz Career Center between 9am and 4pm Monday through Friday. Peer Advisors are not available during the summer, winter, or spring breaks.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): There are typically between 12-16 peer advisors on staff. With the students seen and programs conducted, they help our office serve approximately 3000+ students.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Any student can use the services of our Peer Advisors. Typically, they serve undergraduate students in CLAS, TCOB, and College of Engineering.

Students submit a resume, cover letter, and essay responses to be considered for the position. From that pool, approximately 20 students are granted interviews. The hour-long interviews are a 3-part process and involve current peer advisors, professional staff members, and the Peer Advisor Supervisor.

DESCRIPTION OF ROLE AND SPECIFIC TRAINING TOPICS FOR PEER EDUCATORS:

Description of role:

- Review resumes and cover letters and/or provide information on how to get started, both in person and for online review system
- Assist with job and internship searches and provide interview tips
- Provide resources for exploring occupations
- Supply information on Pomerantz Career Center programs, services and resources
- Answer general career-related questions
- Conduct career development programs and workshops across campus upon request

Specific Training Topics:

- Extensive resume/cover letter training based on NACE (National Association of Colleges and Employers) best practices
- Communication skills
- Listening skills
- Conflict management skills
- Resources/programs offered through the Career Center
- Personal career development

Peer advisors complete a 1.5 day training before the semester begins, and training continues at each weekly meeting throughout the semester

UI PEER EDUCATORS INFORMATION SHEET

STUDENT COMPENSATION AND RECOGNITION:

Students are paid a small stipend, slightly more if returning for subsequent semesters. They are recognized by our professional staff formally at the beginning of the semester with a luncheon.

BUDGET AND SOURCES OF FUNDS: The budget changes each semester, depending on how many peer advisors are on staff. It exists only to support them with a small stipend. Currently the funds come through the career fair account.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program has existed for over 10 years. There are plans to expand the types of services offered, such as perhaps exploring online chat, etc.

ASSESSMENT OF SERVICES: All students who meet with a Peer Advisor are asked to fill out an evaluation of their experience. These results are shared with the Peer Advisors individually.

CONTACT INFO: (Pomerantz Career Center Peer Advisors)

NAME: Amanda Wilson

TITLE: Coordinator, Peer Advisor Program and Career Advisor

OFFICE ADDRESS: PC 310

PHONE: 335-1023

EMAIL: Amanda-m-wilson@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): <http://www.careers.uiowa.edu/peerprogram/>

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Red Watch Band

MISSION AND PURPOSE OF PROGRAM:

To teach students CPR/AED, the signs of alcohol poisoning, and how to be a leader if a situation arises that somebody needs help.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED):

- 21 peer educators
 - 5 alcohol facilitators
 - 7 CPR instructors
 - 2 that teach both sections
 - 7 marketing committee members
- 1,281 have been trained over the past 3 years
- 433 students have been trained for the 2011-2012 school year so far with 11 more sessions to go this semester and each semester able to have 28 students in them.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS):

CPR instructors primarily come from the UIEMS student organization on campus. We partner with them to share resources such as manikins, breathing barriers, and manikin lungs. After each RWB training session, students can sign up to be a part of RWB. This is how the alcohol facilitators and marketing committee members get involved.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

They train students in CPR/AED and alcohol bystander intervention techniques (signs of alcohol poisoning and what to do if they find someone displaying these signs).

STUDENT COMPENSATION AND RECOGNITION:

Students are volunteers. CPR instructors are trained for free which would normally cost them money. In return they have to promise to instruct at least 4 RWB training sessions for two consecutive semesters.

BUDGET AND SOURCES OF FUNDS:

Health Iowa: Central administration provides funds. This funding ends this year, but we have reapplied.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

RWB is in its third year. UISG is looking at writing legislation to require freshmen students to be trained in alcohol risk-reduction techniques such as RWB, but we don't know how much that has been worked on. UISG is constantly trying to help market the program and with the marketing committee being new to this semester, we hope to be able to reach more students.

UI PEER EDUCATORS INFORMATION SHEET

ASSESSMENT OF SERVICES:

They take a pre and post knowledge quiz to compare what they knew before the training and what they learn during the training. They also fill out two evaluations, one on the course/training and one on their perceived learning and confidence.

CONTACT INFO: (Red Watch Band)

NAME: Michele Armstrong

TITLE: Red Watch Band Coordinator

OFFICE ADDRESS: 4167 Westlawn

PHONE: 319-353-5965

EMAIL: michele-armstrong@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.):

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Students to Assist Recruitment (STAR)

MISSION AND PURPOSE OF PROGRAM:

To directly assist the Office of Admissions in the recruitment of prospective students through university sponsored recruitment activities and events. To provide prospective students with accurate information and knowledge of the University of Iowa. To promote the University of Iowa through contact with students, parents, and alumni.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED):

STAR consists of 150 student peer educators. Each program day they meet with up to 300 prospective students, which when combined with daily visitors, off campus programs, and special group visits that come to campus, our students can potentially reach more than 3,000 prospective students each semester!

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS):

In order to be a part of STAR, students must fill out an online application that includes an essay on why they chose the University of Iowa & what experiences they would want to share with "future" Hawkeyes. Each semester we take about 30 new students in to the STAR program.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

Peer educators (STARs) go through a three hour training session after being accepted in to the program. During that training they review the goals of the Office of Admissions and of STAR, member expectations, an overview of the type of events and programs they can get involved with in STAR through the office, and some basic facts and information that they should know as ambassadors for the office. After completing this three-hour session, their training is not complete until they have shadowed a campus walking tour, residence hall tour, and Hawkeye Visit Day.

STUDENT COMPENSATION AND RECOGNITION:

The STAR organization is volunteer work. Students who volunteer more than 30 hours in a semester receive a STAR fleece and polo shirt. The organization also hosts a recognition meeting at the end of the year to recognize students who have gone above and beyond and to celebrate another successful year as an organization.

BUDGET AND SOURCES OF FUNDS:

Students fundraise year round to make money for their organization. In the past they have held soup/salad luncheons, done Carver Clean-up, worked as back-up timers at swim meets, and even picked pumpkins at a local pumpkin patch to make some extra money.

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

STAR has been around since 1991. The program has expanded in size since then but we feel that the number of students we have involved now is a great number. It gives everyone the chance to get involved but not feel lost in the crowd.

UI PEER EDUCATORS INFORMATION SHEET

ASSESSMENT OF SERVICES:

STARS provide a great connection for prospective students to the University of Iowa. We always say they are the best asset to our programs as prospective students would much rather hear from current students since they are the experts! STAR students provide endless support to the Office of Admissions by volunteering during our large programs both on- and off-campus, volunteering their time for student panel opportunities, hosting families to lunch, and providing support in the office on busy visitor days.

CONTACT INFO: (Students to Assist Recruitment (STAR))

NAME: Jamie Jensen

TITLE: Event Planner, STAR Advisor

OFFICE ADDRESS: C100 Pomerantz Center

PHONE: 319-335-0257

EMAIL: jamie-jensen@uiowa.edu; star@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): uiowa.edu/~star

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: SWAT (Study, Workshops & Tutoring) Supplemental Instruction (SI) Leaders

MISSION AND PURPOSE OF PROGRAM: To provide undergraduate students with free, drop-in academic support services in selected high-rated D/F/W courses.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED):

Varies each semester based on need.

Fall 2011: Eight SI leaders (eight courses); 486 students attended SI

Spring 2012: 11 SI leaders (nine courses)

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): SI Leaders must meet the following qualifications: be enrolled as an undergraduate student at The University of Iowa; 3.0 GPA or better; completed and earned a grade of an "A" in the course from The University of Iowa; completion of at least 28 college credit hours; excellent interpersonal communication skills; ability to related to and work with students with various learning styles and needs; and flexibility to work in the evenings and/or Sundays.

SI Leaders must complete an application and interview for the position.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

SI Leaders:

- Help students learn how to master course content in a small group setting
- Implement strategies to encourage and foster students' development as independent learners
- Work with students in a small group setting to develop skills for academic success
- Model and encourage collaborative study strategies
- Contribute to a friendly and productive learning environment
- Attend all required training sessions and scheduled meetings.
- Keep supervisor apprised about sessions (i.e., FAQ), as well as involved in the development of learning materials (i.e, handouts, worksheets)
- Attend all class meetings of the selected course, take notes, do homework and read all assigned materials including text(s) and supplemental readings
- Conduct three 50-minute study sessions per week throughout the term using strategies learned through the SI leader training

STUDENT COMPENSATION AND RECOGNITION: \$10/hour

BUDGET AND SOURCES OF FUNDS: The Provost's Office

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

Spring 2012 marks the second semester of SI in the SWAT program. (SI was previously housed under the Center for Diversity and Enrichment – CDE.) We will continue to re-evaluate the need for which courses to offer each semester.

ASSESSMENT OF SERVICES:

Post-exam feedback of participants; SI Leader Bi-Weekly reports/meeting with supervisor; and data comparison of SI vs. non-SI students in course

UI PEER EDUCATORS INFORMATION SHEET

CONTACT INFO: (SWAT (Study, Workshops & Tutoring) Supplemental Instruction (SI) Leaders)

NAME: Kate Sojka

TITLE: Director of New Student Programs

OFFICE ADDRESS: 310 Calvin Hall

PHONE: 335-1733

EMAIL: kathryn-sojka@uiowa.edu

WEBSITE: www.uiowa.edu/~ucoll/swat.shtml

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: SWAT Tutors

MISSION AND PURPOSE OF PROGRAM: To provide undergraduate students with free, drop-in academic support services in selected high-rated D/F/W courses.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED):

Varies each semester based on need.

Fall 2011: Nine tutors (two courses); 572 visits recorded

Spring 2012: 11 tutors (four courses)

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Tutors must meet the following qualifications: be enrolled as an undergraduate student at The University of Iowa; 3.0 GPA or better; completed and earned a grade of an "A" in the course from The University of Iowa; completion of at least 28 college credit hours; excellent interpersonal communication skills; ability to related to and work with students with various learning styles and needs; and flexibility to work in the evenings and/or Sundays.

Tutors must complete an application and interview for the position.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS:

Tutors:

- Help students learn how to master course content in a small group setting
- Implement strategies to encourage and foster students' development as independent learners
- Work with students in a small group setting to develop skills for academic success
- Model and encourage collaborative study strategies
- Contribute to a friendly and productive learning environment
- Attend all required training sessions and scheduled meetings.
- Keep supervisor apprised about sessions (i.e., FAQ), as well as involved in the development of learning materials (i.e, handouts, worksheets)

Training Topics include: collaborative learning techniques, FERPA, sexual assault/harassment, ethics/confidentiality, and fundamentals of tutoring

STUDENT COMPENSATION AND RECOGNITION: \$10/hour

BUDGET AND SOURCES OF FUNDS: The Provost's Office

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM?

Spring 2012 marks the third semester. We will continue to re-evaluate the need for which courses to offer each semester.

ASSESSMENT OF SERVICES:

Feedback collected from tutees. Bi-Weekly reports and meeting with tutors. Peer and Supervisor observations. Conversations with various campus partners to assess academic support need.

UI PEER EDUCATORS INFORMATION SHEET

CONTACT INFO: (SWAT Tutors)

NAME: Kate Sojka

TITLE: Director, New Student Programs

OFFICE ADDRESS: 310 Calvin Hall

PHONE: 335-1733

EMAIL: kathryn-sojka@uiowa.edu

WEBSITE: www.uiowa.edu/~ucoll/swat.shtml

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: TRiO Tutor Program

MISSION AND PURPOSE OF PROGRAM: Cultivates diverse successful students and citizens by fostering educational opportunities where none may have existed

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): Tutors: 70-90 during any given semester; Tutees: ~125

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): Tutees: Students who are a part of the TRiO SSS program (350) who have specifically requested a tutor

Tutor: Send in an application located in 18 Phillips Hall or on the CDE website (cde.uiowa.edu). Must also go through an interview process

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: Description of role: see first page of tutor application

Training topics: Learning styles, motivation strategies, communication, tutoring strategies, and Time management.

STUDENT COMPENSATION AND RECOGNITION: \$7.25-\$9.00/hr; Tutor Appreciation Day every spring semester

BUDGET AND SOURCES OF FUNDS: Federal Government Grant

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? 30 Years; No

ASSESSMENT OF SERVICES: Tutees fill out an evaluation of each tutor at the end of each semester

CONTACT INFO: (TRiO Tutor Program)

NAME: Kelly Strang

TITLE: Tutor Coordinator

OFFICE ADDRESS: 18 Phillips Hall

PHONE: 319.335.1300

EMAIL: Kelly-strang@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): Jobnet, Facebook, Cde.uiowa.edu

UI PEER EDUCATORS INFORMATION SHEET



TRIO Student Support Services

Center for Diversity & Enrichment

Tutor Job Description

BASIC FUNCTION AND RESPONSIBILITIES:

Tutor individuals or small groups (2-4) of students, assisting them in mastering course content and in becoming more independent, confident and self-directed learners. Scheduling is flexible from 5-15 hours per week with a minimum starting rate of \$7.25 per hour. There is a rate differential for group tutoring. Pay raises are based on completion of training and contact hours with students.

Tutors are needed for a wide variety of subjects; the majority of requests are consistently for mathematics, chemistry, biology, and business.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES:

1. Conduct weekly tutoring sessions with eligible students at times and locations determined by students and tutor.
2. Complete Level I Tutor Training within 1 calendar year of hire date; participate in Level II training sessions and other scheduled meetings.
3. Maintain communication with Tutor Coordinator and Multicultural Coordinators as appropriate.
4. Be prepared and on time for all scheduled tutoring appointments. Submit session reports within one week of each tutorial session.
5. Respond to staff requests and assigned students in a timely fashion -- within 48 hours.
6. Maintain an active personal e-mail account, which will be used for all communications with TRIO SSS staff.

SUPERVISION RECEIVED:

Supervision is received from Tutor Coordinator. Observations and debriefing sessions may be conducted by other professional staff.

QUALIFICATIONS

Tutors must be able to relate to and communicate effectively with a wide variety of people. Also demonstrate patience and a willingness to try new approaches to learning in a nonjudgmental fashion. A

UI PEER EDUCATORS INFORMATION SHEET

cumulative UI GPA of 3.0, a grade of "B" or higher in courses tutored and approval from faculty are required at time of application. Tutors are further required to maintain a semester GPA of 3.0 as a condition of employment. Employment is limited to students enrolled at The University of Iowa, with emphasis on those who are undergraduates. TRIO SSS encourages applications from students with backgrounds similar to those of the population served (first generation, income-eligible, and students with disabilities).

See our web site for more information about us: <http://trio.uiowa.edu>

The University of Iowa is an Equal Opportunity/Affirmative Action Employer.

Women and Minorities are encouraged to apply.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information contact the Office of Equal Opportunity and Diversity, (319) 335-0705.

UI PEER EDUCATORS INFORMATION SHEET

GROUP NAME: Writing Center Undergraduate Peer Tutors (Writing Fellows)

MISSION AND PURPOSE OF PROGRAM: To help satisfy the increased demand for tutoring in writing, especially by undergraduate students from China. Even with our current number of grad students and faculty tutors and their hours, we still couldn't satisfy the demand for tutoring appointments; every night there were at least 10 students on the waiting list, most of them non-native speakers of English.

SCOPE OF PROGRAM (HOW MANY PEER EDUCATORS; HOW MANY SERVED): With just 6 peer tutors tutoring either 2 or 4 hours a week, we are able to tutor about 45 more undergraduate students per week. This semester they will start in the fourth week, when teachers start assigning papers and students start producing drafts.

SELECTION PROCESS FOR STUDENTS (STUDENTS SERVED BY PROGRAM AND STUDENTS WHO SERVE AS PEERS): These peer tutors are also experienced writing fellows, so they have already been trained in a semester-long course and they have already have experience tutoring writing.

DESCRIPTION OF ROLE AND TRAINING TOPICS FOR PEER EDUCATORS: They also go to sessions where they are trained especially in responding to second language drafts and get the chance to ask questions and talk over confusing situations. They also participated in a listserv-type discussion about their challenges, especially with non-native speakers of English.

STUDENT COMPENSATION AND RECOGNITION: They receive \$10 an hour. They are treated as writing center tutors and receive many of those professional opportunities: e.g. safe zone training, participation in the semester kick-off meeting.

BUDGET AND SOURCES OF FUNDS: Less than \$2000 a semester, funded graciously by CLAS

HOW LONG HAS THE PROGRAM EXISTED? ARE THERE ANY PLANS TO EXPAND THE PROGRAM? The program has existed since last semester (fall, 2011), and I hope we can continue it and expand it next year. Many of the current fellows would like to participate and 3 of the 6 current tutors are graduating in May.

ASSESSMENT OF SERVICES: All appointment students fill out evaluation forms, but these are aggregated with everyone else's forms. That is, our system produces only aggregate data. However, the Assistant Director of the Writing Center Michelle Nakaue and I also monitor the tutors to make sure they are not overwhelmed. The fellows believe that this additional professionalizing opportunity in the Writing Center benefits them a great deal because many are going on to careers in English and Education or going to graduate school. It is a good experience to also tutor students who are not in a fellowed course, students who have come voluntarily to the Writing Center.

CONTACT INFO: (Writing Center Undergraduate Peer Tutors (Writing Fellows))

NAME: Carol Severino

TITLE: Associate Professor of Rhetoric

OFFICE ADDRESS: 168 EPB

PHONE: 319-335-0179

EMAIL: carol-severino@uiowa.edu

WEBSITE OR OTHER DIGITAL INFORMATION (FACEBOOK, TWITTER, ETC.): only the regular WC web site