2013 First Year Experience Peer Mentor
Position Description

Position Overview

The Peer Mentor is a leader on campus who will help ease the transition to college for first-year students. The Peer Mentors will be assigned to one First Year Seminar (FYS) course and assist the instructor to meet the goals of the course and program. Mentors will offer peer insight into academic and social life at college, as well as provide supplemental support for all students on campus.

Roles and Responsibilities

The Peer Mentor is expected to:

- Serve as a role model and mentor to first-year students at Otterbein University
- Work to support the mission and goals of the First Year Experience (FYE) program
- Uphold all Otterbein University policies and procedures as outlined in the Student Handbook
- Hold a minimum cumulative GPA of a 2.75
- Demonstrate professionalism when working with Otterbein faculty, staff and first-year students
- Be knowledgeable about campus resources and activities and be able to refer students to them
- Attend all required training sessions
  - April 28, 1-7 PM (date tentative)
  - August 19, 9AM-5PM
- Complete the Peer Mentor/FYS instructor partnership agreement form and fulfill outlined duties in the agreement
- Attend programs and activities offered to the FYE participants during fall semester
- Read the 2013 Common Book, *Little Princes*
- Attend and facilitate your partner FYS sessions during First Flight
  - Facilitate Common Book discussions (Thursday, August 22)
  - Facilitate e-portfolio and MyOZone discussion (Friday, August 23)
- Build an e-portfolio and become proficient in the use of e-portfolios. Assist students in the partner FYS course with the development of their e-portfolios
- Attend three peer mentor roundtables in the fall semester
- Check campus email regularly

Compensation

Peer Mentors will receive a $250 stipend for their role. The stipend will be paid at the end of the term that they serve. All responsibilities above must be complete to receive the stipend.

Peer Mentors will also be required to register for SLD 2200 (available for 2 credits) during the academic term of their partner FYS course.
Peer Mentor Selection Process

Applications Due: Tuesday, April 2

Interviews Offered: Applicants who are selected to move onto the interview phase will be notified by email on Thursday, April 4

Interviews: April 8-12, 30 minute interviews

Notification: All applicants will be notified of their status by Wednesday, April 17

First Year Seminar Matching

Peer Mentors will be matched with First Year Seminars and instructors during the spring semester. Major, experience in FYS course content/topic, and previous relationship with course instructor may be taken into account when matching occurs. All matches will be made by the Center for Student Involvement and Center for Student Success.

Peer Mentor Training

Peer Mentor training is an essential component of the Peer Mentor position. Your attendance at each training session is crucial to your preparation for serving in this role. Required trainings are as followed:

Sunday, April 28: 1-7 PM (date tentative)
TBD: Individual meeting with your FYS instructor
Monday, August 19: 9AM-5PM
Roundtable Meetings: 3 times during the fall semester (dates TBA)

Required Events

In addition to attending the required trainings above, Peer Mentors are expected to attend the following events/meetings:

- Course sessions/events agreed upon with the FYS instructor
- New Student Week FYS Sessions
  - Thursday, August 22
  - Friday, August 23
- Select FYE workshops during fall semester
# 2013 FYS Previous Peer Mentor Application

## Candidate Information

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
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<tbody>
<tr>
<td>Campus Mailbox # or Local Address</td>
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<td>Campus Email Address</td>
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<td>Cumulative GPA (minimum 2.75)</td>
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<tr>
<td>Circle: Current Class Year</td>
<td>Freshman</td>
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<td>Major (minor if applicable)</td>
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<tr>
<td>2012-13 FYS Class Title</td>
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### Activities/Involvement

Provide a list of activities/organizations you plan to be involved with during the 2013-2014 academic year. Please indicate any leadership roles and number of hours you will commit each week.

## Resume and Cover Letter

Please attach a resume and cover letter to your application.

## Recommendation Form

Attached is a recommendation form that must be completed by your 2012-2013 FYS instructor (if you have served with more than one faculty member, select one to submit your recommendation).

You are responsible for sharing the attached recommendation form and ensuring that the form is returned to the Center for Student Success by 5:00PM on Tuesday, April 2.
Peer Mentor Showcase

Review the FYE program mission and goals (attached). Based on the information in these two documents, please share a piece of your work that exemplifies how you, in your role, helped to achieve one or more of these goals. For example, you might include a sample activity that you developed, power point that you designed, summary of a discussion you lead, etc.

Your showcase should include:

- Indication of which goal(s) you helped to achieve
- An example of a piece of your work that exemplifies how you helped meet the FYE goal(s)
- A description of your work and how/when it was used in the class
- Your assessment of this work. How did this activity, etc. help to achieve this FYS goal? Was it effective? What changes, if any, would you make in the future?

Important Dates

Peer Mentors are expected to attend the following training dates and times during New Student Week. Please review the dates and add them to your calendar. If you have a conflict, please make a note to be discussed during your interview.

<table>
<thead>
<tr>
<th>Training</th>
<th>New Student Week: First Flight</th>
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<tr>
<td>Sunday, April 28, 1-7 PM (date tentative)</td>
<td>Thursday, August 22</td>
</tr>
<tr>
<td>Monday, August 19, 9-5 PM</td>
<td>Friday, August 23</td>
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_____ I am able to attend all of the above dates
_____ I have a conflict with one or more of the dates above. Please explain below:

Previous Peer Mentor Selection Process

Your completed application and recommendation form is due by 5pm on Tuesday, April 2 in the Center for Student Success.

Selection of candidates who have previously served as a Peer Mentor will be based on:

- Evaluation of previous Peer Mentor experience
- Feedback from 2012-2013 FYS faculty partner
- Application materials
- Possible interview (Previous Peer Mentors may be asked to complete an interview)
PLEASE READ THE FOLLOWING STATEMENT AND SIGN BELOW

I have read and understand the qualifications, time commitments, remunerations, and job expectations for the 2013 Peer Mentor position. I acknowledge that the information contained in this application is factual and is a realistic assessment of my abilities. I understand that falsification of information on this application may result in my dismissal from the Peer Mentor selection process. I authorize the Center for Student Success to verify my grade point average and my disciplinary record.

Signature: ____________________________________ Date: ____________________
Peer Mentor Recommendation

Form must be completed by 2012-2013 FYS partner instructor

Name of Candidate: ____________________________ Date: ____________

1). Please give an overview of the roles and responsibilities this Peer Mentor had in your FYS course.

2). What are the strengths you have observed of this Peer Mentor candidate in your course?

3). Where are some areas of improvement for this Peer Mentor if he/she is selected to serve in this role again?

5) Do you have any hesitations with this candidate’s ability to serve in this role again?

6). Please share any additional comments or feedback about this candidate.

Name of FYS Instructor: ____________________________ Date: ____________

Signature________________________________________

Please return to Kate Lehman in the Center for Student Success by Tuesday, April 2
**First Year Experience**

Program Mission and Goals

**Mission:** The First Year Experience program guides your transition into Otterbein University classrooms and communities. Through a network of supportive resources, including a First Year Seminar, FYE nurtures your academic skills and passions, and immerses you in the life of the college. The program encourages you to explore yourself and world, your beliefs and values, and your educational and professional goals. It also asks you to think about what it means to be responsible to yourself, to Otterbein, and to local and global communities.

**Goal One: To connect you to the resources that promote belonging, wellness, and success in the first year.**
- You will establish a productive relationship with a peer mentor and an advising team
- You will connect with faculty in Integrative Studies, in other academic departments, and with student affairs staff
- You will encounter resources that promote academic success and personal wellness (physical, emotional, social, environmental, spiritual, financial, and intellectual)
- You will investigate different student organizations, social events, and involvement opportunities
- You will investigate a major, a minor, and other possible fields of study

**Goal Two: To inspire intellectual curiosity and to introduce you to the richness and rigor of an Otterbein education.**
- You will engage intellectually challenging issues and questions
- You will learn about the mission and learning goals of the Integrative Studies Program
- You will be introduced to the concept of integrative learning and knowledge
- You will understand the principles and practices of academic integrity
- You will begin to develop your e-portfolio

**Goal Three: To develop skills essential to academic success and lifelong learning**
- You will read closely and critically
- You will gather, interpret, evaluate and integrate information
- You will identify, analyze, and synthesize distinct concepts and ideas
- You will communicate ideas in writing and speaking
- You will draw upon evidence to make an argument
- You will reflect on your learning style, study and time management skills, and your academic progress

**Goal Four: To promote engaged living and learning and to explore commitments to campus, local, and global communities.**
- You will consider what it means to be an Otterbein student, as well as the history, culture, and values of the institution
- You will explore the Westerville and greater Columbus community
- You will encounter the forms of diversity -- ethnic, gender, age, class, religious, sexual, national, regional, etc. -- that shape identities, perspectives, and cultures
- You will clarify your educational and professional goals
- You will reflect on your leadership strengths and cooperative style
- You will investigate the Five Cardinal Experiences