



Learning Community  
Peer Mentor Supervisor's Manual

**IOWA STATE UNIVERSITY**

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## Introduction

This manual is intended as a guide to provide leadership for your peer mentor(s). Every learning community is different, and what works for one community may not work for another.

At the end of this document is the Peer Mentor Handbook. The handbook is provided to all mentors who attend August training. It is also available on the learning communities website at [www.lc.iastate.edu](http://www.lc.iastate.edu).

## General Timeline

Below are some ideas for working with your mentors.

- June: write a fun summer note to your mentor
- July: write to mentors; give them campus news and a reminder of training dates, etc.
- August: meet with mentor before school starts/right after their training; set regular meetings for the semester; review job description and set goals
- September: begin meetings, etc. schedule mid-October evaluation
- October: have learning community students complete a mentor survey (ask Jen Leptien for available formats) by mid-October; provide feedback to mentor and discuss plans for using the feedback
- November: review issues for the end of semester and finalize any end-of-semester plans
- December: do something to demonstrate appreciation of mentor work and to celebrate the end of semester; set meeting times for second semester
- January: review second semester goals; plan for second semester
- February: review hiring needs for next year; publicize mentor job, determine interview dates, etc; consider second semester student feedback about mentor; continuing meetings with mentor
- March: interview mentor candidates and select new mentors by spring break
- April: have current and new mentors meet for “training”; discuss goals for next year; do something to appreciate mentor; attend the Peer Mentor Celebration; gather feedback from your mentor about the program and your role as a supervisor
- May: update or create your own mentor manual

## Timeline for Hiring Mentors

Generally, the hiring process for the fall semester is completed by the middle of the spring semester. This allows time to plan activities and provide “spring training” with current mentors.

Advertising for peer mentor positions is important to develop a strong and diverse pool of applicants. Depending on the needs of your learning community, you may choose to advertise only in a residence hall, in college buildings or through the Student Employment Center section of the Office of Student Financial Aid website. Ask faculty, staff, and other students to nominate people to be mentors. Often students need to be encouraged to apply.

The Department of Residence maintains a list of students who were not hired for Community Advisor positions within the department. This list may be a good place to check if you are trying to hire for a “live-in” position. For information about this list, contact Sarah Holmes (sholmes@iastate.edu) at 4-5520.

Interview questions should be developed to identify the skills and abilities you need in the position. Such skills may be an ability to connect with new students, organization, time management, appreciation for diverse viewpoints, a comfort level in interacting with faculty, and strong academic ability.

Appendix A of this manual contains a sample peer mentor application. In addition, you will find templates for job descriptions for a “Residential Peer Mentor” (Appendix B) and a “Course-Based Peer Mentor” (Appendix C). Appendix D provides “Ideas for Creating Peer Mentor Job Descriptions”, and Appendix E contains some sample interview questions.



## Training

Mentors may have a vague idea of what is required in their role; however, without specific training and identified outcomes, the chances of a successful experience are drastically reduced. The Peer Mentor subcommittee provides a general training in August for all new peer mentors. This training focuses on campus resources, student interaction strategies and tips from experienced mentors. Individual programs are encouraged to develop their own training in the spring or fall to focus on specific learning community information. These trainings can include, but not be limited to:

- Planning a common course
- Planning a kickoff event
- Developing correspondence to be used in the summer
- Teambuilding activities
- Developing strategies for faculty interaction
- Discussing expectations
- Planning meeting times

Before a new Peer Mentor leaves for the summer, he or she should understand what to expect in the upcoming fall and plan to attend the August training. A mentor manual specific to your learning community should be developed and given to new mentors.

It is also important to plan ongoing meeting times and training opportunities. As discussed elsewhere in this manual, the issues faced by learning community students and peer mentors vary significantly throughout the year. Training and meeting sessions should reflect these issues.

Another topic that should be discussed with peer mentors who live in a residence hall with their learning community is the expectations for interaction with residence hall staff. Peer Mentors have sometimes reported feeling unsure as to who they report to. It is a good idea to invite residence hall staff to a training session, so expectations for interaction between peer mentors, community advisors and hall directors can be discussed.

See Appendix F for the August Peer Mentor Training Schedule.

## Summer Communication

Students who have joined a learning community may not be sure about what they signed up for. Sometimes, parents influence the decision to join. As a result, it is important to initiate contact with new learning community students during the summer months. Many coordinators choose to do this in July, after summer orientation has been completed. This communication can take place via phone, email or snail mail. In this era of web and instant communication, some other ideas to consider are:

- a Facebook group
- instant messaging opportunities
- a WebCT “class” in the summer that allows interaction
- learning community website

The goal of summer communication is to help the incoming student feel welcome in the community and at Iowa State, as well as helping them become familiar with the goals and activities of the learning community.

Appendix G contains a sample letter provided to peer mentors to use when communicating with new students.

Appendix H contains a sample letter directly from a coordinator to learning community students.



## Supervision of Mentors

### Forms/Reports

Some supervisors require mentors to submit written reports – updates of their work in the learning community and information about students in the learning community. These reports can take the form of written journals or responses to specific questions. Supervisors who require this type of documentation can easily identify patterns with their mentors and students, provide suggestions/direction, and maintain an on-going record of what is happening in the learning community. In the unfortunate situation where a mentor is not performing his/her job appropriately, these reports (or lack of submission of such reports) can provide the necessary documentation to release a staff member from the position.

Samples of some written reports are included as Appendices J and K.

### Discussion Topics

Topics to regularly discuss with your mentors (and perhaps ask them to respond to in reports) include:

- How they are doing in the job
- What they see in terms of student interaction
- Who is participating? Who is not?
- Concerns they have about students
- Situations that have occurred and actions they've taken
- Ways they are reaching out to students
- Ideas and plans for upcoming events (Mentors should be referred to Appendix B: "Program Planning Checklist" in the Mentor Handbook for guidance. )
- What does "success" look like for the mentor? What happens when programs/events/initiatives are not successful?

### Frequency of Meetings

It is important that supervisors meet "regularly" with mentors. These meetings may be individual meetings or group meetings (for those programs with more than one mentor). It is a mistake to think that mentors simply "know what to do" because they took the job or because they were in the learning community. Mentors need to be actively supervised, given guidance, and be able to process the experience with a supervisor. Brief encounters (such as a mentor stopping by to say "Hi") don't constitute supervision.

For supervisors with more than one mentor, group meetings might be easiest to schedule. Be sure to consider, however, that some mentors may not be as comfortable sharing or asking questions in a group setting. It is advisable to meet with individual mentors on occasion.

## Expectation Setting

Supervisors should make their expectations clear to mentors. The job description is one place to clarify what mentors are expected to do in their roles. However, the job description may not be specific enough. Some questions to consider:

- How many hours is the mentor expected to work?
- How will those hours be documented?
- What types of interactions are mentors expected to have with students – group interactions, individual interactions?
- In what ways are mentors expected to interact with students – through classroom activities? Through activities in the residence hall? Through individual meetings? Via email?
- What activities are mentors expected to coordinate – social/community building? Field trips? Study groups?
- Is the mentor expected to hold office hours? If so, how many, where, and what should they be doing during that time?
- What meetings are the mentors expected to participate in?

Supervisors and mentors also should discuss the mentors' expectations of the supervisor.

Appendix L provides an example of written expectations.

## Balance

Sometimes mentors are surprised by the amount of time the mentor position takes. Issues of balance should be discussed with mentors at several times throughout the semester. Supervisors may need to assist mentors in striking a balance between their academics, their mentoring work, and their personal lives. The Academic Success Center offers time management information and workshops, which may be helpful to individual mentors or groups of mentors.

Some job descriptions indicate that the mentor is not to hold another job because of the time demands of the mentor position. Individual coordinators will need to determine if this is appropriate for their mentors.



## Evaluation and Feedback

Supervisors need to provide regular feedback to peer mentors in order for mentors to be successful. Through regular supervisory meetings, feedback should be given to mentors so that they can continue doing what works or improve their performance by making changes when the changes can still have an impact.

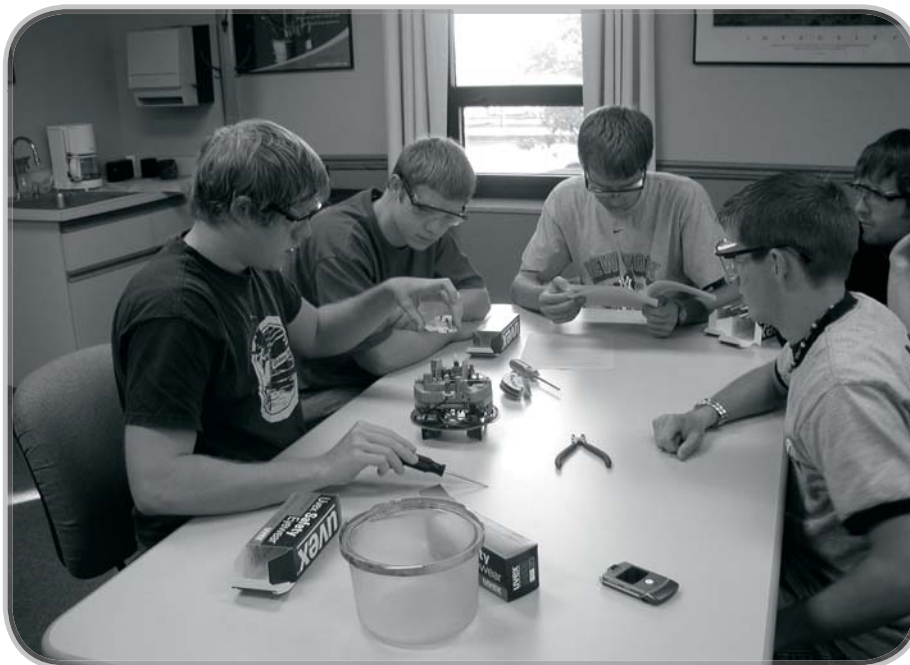
Evaluation forms should be based on the written job expectations. Mentors should be evaluated on what they have been told they are expected to do, and the mentor job description should be the foundation of the evaluation. The goals of the specific learning community also must be considered in this process.

Some methods for evaluating and providing feedback to mentors include:

- Developing a written evaluation based on the job expectations
- Asking mentors to do a self-evaluation (perhaps they complete the same written evaluation as the coordinator)
- Distributing the peer mentor survey (provided) to the students in the learning community
- Conducting focus groups with students in the learning community to gather feedback

What is most important is that mentors receive regular feedback throughout the year as opposed to receiving all the feedback at the end of the program. Mentors can make appropriate changes when given feedback, but at the end of the program, it is too late to make the changes.

The mentor evaluation survey, which is available through WebCT (or as a paper copy), is provided in Appendix I as a sample, along with a sample evaluation used by one of our learning community coordinators.



## Wrap-up the Year

### Final Feedback

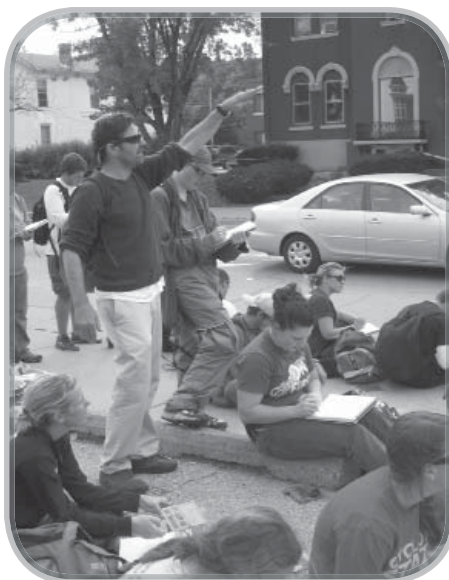
Mentors should receive some final feedback to close out the year. This feedback should refer to previous feedback given and acknowledge improvements that were made. Mentors should also provide feedback to coordinators so that coordinators can make appropriate changes to the position or the learning community program.

### Exemplary Mentor Awards

The Peer Mentor Celebration and the Exemplary Mentor Award process provide a method of celebrating the work of mentors and thanking them for their efforts. Coordinators also may consider coordinating celebration events to bring the year to a close. The purpose of the exemplary awards program is to recognize and encourage outstanding achievement by peer mentors. The exemplary service awards provide an opportunity for faculty, staff, and students to express appreciation for mentors who set positive examples for students and support the academic goals of Iowa State University. Award information is distributed to Learning Community Coordinators during fall semester and the event takes place in early April.

### Transitioning Out

Coordinators and mentors should consider ways to bring closure to the year and help students transition out of the learning community if the program does not continue into the next semester/year. Often the friendships and connections made in the learning community continue beyond the learning community experience. However, some students have indicated that programs end abruptly and they need some type of transition. Celebrations for students might include closing picnics, special programs, etc.



## Appendix A: Sample Peer Mentor Application

Peer Mentor Application

Date: \_\_\_\_\_

### II. Personal Information

Name:			
	Last	First	Middle Initial
Email Address:			University ID#:
Local Mailing Address:			
Local Phone Number:		Have you had prior employment with ISU?	Yes No
Length of time that you have lived in a Residence Hall system?			
What activities and/or employment are you planning for the 2009-2010 academic year?			

### III. Academic Information

Major Area of Study:			
Present Classification:			
Expected graduation date:		Cumulative GPA:	

### II. Peer Mentor Qualifications

What are some of the qualities you possess that would make you a successful Peer Mentor?
How does the Peer Mentor position fit into your personal goals, and how would you benefit from being a Mentor?
Describe any previous experience in peer support and/or counseling?

What courses will you enroll in during the 2008-2009 academic year?
Additional Comments:

#### V. Employment Information

Please fill out the following information or attach your resume to this application. Please list past work experience, starting with most recent. Include both full- and part-time employment.

- A. Employer \_\_\_\_\_  
 Date Employed \_\_\_\_\_ to \_\_\_\_\_  
 Nature of Work \_\_\_\_\_  
 Skills Developed on the Job \_\_\_\_\_  
 \_\_\_\_\_
- B. Employer \_\_\_\_\_  
 Date Employed \_\_\_\_\_ to \_\_\_\_\_  
 Nature of Work \_\_\_\_\_  
 Skills Developed on the Job \_\_\_\_\_  
 \_\_\_\_\_
- C. Employer \_\_\_\_\_  
 Date Employed \_\_\_\_\_ to \_\_\_\_\_  
 Nature of Work \_\_\_\_\_  
 Skills Developed on the Job \_\_\_\_\_

Please include the name, title and telephone number for two references.

1.

--

2.

--

Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Appendix B: Sample Peer Mentor Job Description (Residential)

The peer mentor is a student staff member who provides leadership in the XXX Learning Community. Mentors assist in achieving the goals of the program which are (list program goals). XXX Learning Community is a fall semester program. 25 first-year men and women from all majors in (your college) may participate. Each mentor will help (#) of these new students in making the transition to college life.

The peer mentor job is a live-in staff position, which requires that the mentor live on the same house as participants in the program. The Peer Mentor and the RA/CA are key staff members who work together to develop a community conducive to student success by encouraging positive behaviors and addressing behaviors that are detrimental to the individual and/or community. Like all residents, the Peer Mentor must support the Department of Residence policies and has a responsibility as a citizen/house member to challenge negative behaviors.

### Qualifications

For consideration, candidates must possess the following qualifications:

- Minimum grade point average of 3.0. Juniors and seniors are preferred, but other qualified applicants will be considered
- Experience living in a residence hall setting
- Strong interpersonal skills
- Knowledge of the major and college
- Self-motivation
- Must be available to attend Peer Mentor training in August prior to the beginning of school

### Responsibilities

Peer Mentors for XXX Learning Community will have the following responsibilities:

- Coordinate one social activity a month for the program participants.
- Maintain participant email list and provide information about the learning community to all members through this list.
- Help students become familiar with university resources; advise and refer residents to appropriate university resources, as the need arises.
- Attend (xx) class and facilitate study groups for the class.
- Attend a weekly meeting with the learning community coordinator.
- Maintain 2 office hours per week. Post office hours outside your door and provide the information to participants via email.
- Meet individually with students once a month and submit monthly reports to the coordinator.
- Be available for formal and informal interaction with the students in the program.
- Attend periodic meetings with Learning Community and Residence Life staff.

## Compensation

Peer mentors receive a stipend of (\$XXX) and work 10 hours a week. Peer mentors are eligible to live in a single room, or they may choose to live in a double with a roommate. Demands on a peer mentor's time are many. After academics, the mentor position takes next priority; therefore, mentors are not to accept additional employment.

## Application Process

Please complete the attached application and submit it by (date) to (coordinator) in (office). Submit two reference letters with the application. Following review of all applications, interviews will be scheduled (with all applicants? With those individuals whose applications pass the screening process?). Interviews will last one hour and will be scheduled during the week of (date).

Questions about the peer mentor position or the application process should be directed to:

- Coordinator
- Phone number
- Email address

## Appendix C. Sample Peer Mentor Job Description (Course-based)

The peer mentor is a student staff member who provides leadership in the XXX Learning Community. Mentors assist in achieving the goals of the program which are (list program goals). XXX Learning Community is a fall semester program. 25 first-year men and women from all majors in (your college) may participate. Each mentor will serve as a role model and will help (#) new students in making the transition to college life.

### Qualifications

For consideration, candidates must possess the following qualifications:

- Minimum grade point average of 3.0
- Juniors and seniors are preferred, but other qualified applicants will be considered
- Strong interpersonal skills
- Knowledge of the major and college
- Positive attitude
- Self-motivation
- Successful completion of (course they will be assisting with)
- Must be available to attend Peer Mentor training in August prior to the beginning of school

### Responsibilities

Peer Mentors for XXX Learning Community will have the following responsibilities:

- Coordinate one social activity/team-building event per month for the program participants.
- Maintain participant email list and provide information about the learning community to all members through this list.
- Help students become familiar with university resources; advise and refer residents to appropriate university resources, as the need arises.
- Attend (xx) class and facilitate study groups for the class.
- Attend a weekly meeting with the learning community staff.
- Maintain 2 office hours per week.
- Assist learning community coordinator in planning field trips/site visits.
- Meet individually with students once a month. Record observations and submit monthly reports to the coordinator.
- Participate in service learning projects with the learning community.
- Participate in training the week prior to the beginning of fall semester and throughout the semester as needed.

### Compensation

Peer mentors receive a salary of (\$XXX) and work 12 hours a week. Peer mentors are eligible to live in a single room, or they may choose to live in a double with a roommate. Demands on a peer mentor's time are many. After academics, the mentor position takes next priority; therefore, mentors are not to accept additional employment.

## Application Process

Please complete the attached application and submit it by (date) to (coordinator) in (office). Submit two reference letters with the application. Following review of all applications, interviews will be scheduled (with all applicants? With those individuals whose applications pass the screening process?). Interviews will last one hour and will be scheduled during the week of (data).

Questions about the peer mentor position or the application process should be directed to:

- Coordinator
- Phone number
- Email address

## Appendix D: Ideas for Creating Peer Mentor Job Descriptions

### Qualifications

Listed below are possible qualifications for you to consider:

- G. P. A. – Is there a minimum G. P. A. that would be expected of a mentor candidate?
- Class standing – Do you have a preference for a sophomore, junior or senior?
- Courses completed – If there are any courses for which you want the mentor to be able to provide specific assistance/tutoring, you may consider listed that as a requirement.
- Language requirements – For foreign language communities or international communities, this skill may be needed.
- Computer skills – Are there any required computer skills that the candidate would need to be successful?
- Previous residence life experience – Some programs prefer a live-in mentor who has lived in the halls already. Possible wording for this is: Applicants must have lived in the residence halls for at least (\_\_\_) semester(s) to be considered for this position.
- Member of specific student organization – If there is an organization through the college or department that compliments the academic program, you may consider only students from that organization.
- Ability to work well with others
- Communication skills
- Interpersonal skills
- Knowledge of university resources
- Problem-solving skills
- Creative thinking skills

### Responsibilities

The following are some general ideas for mentor responsibilities that should be specified to fit your program:

- Coordinate social out-of-class activities/events
- Conduct weekly meetings
- Coordinate team members e-mail list
- Help students become familiar with university resources
- Facilitate team-building activities
- Maintain an email list to keep students informed of upcoming events
- Call/meet with students
- Implement study groups as needed
- Serve as a communication link between Learning Community coordinators, faculty and students
- Work with staff to facilitate learning experiences (classes/programs)
- Assist in the evaluation of the learning community
- Attend a weekly meeting with the learning community
- Maintain consistent office hours

## Compensation

- Possible aspects to consider:
- Flat Stipend
- Pay based on hourly work
- What is the hour/week commitment

## Appendix E: Sample Interview Questions

### Peer Mentor Interview Questions

1. Please tell us about yourself and why you are interested in this position.
2. What do you envision as the role of a learning community for a new Iowa State student?
3. How would you reach students that might be pulling away from the team?
4. What other commitments do you have for the 20XX-20XX academic year?
5. Which team are you interested in working with? Are you willing to work with others?
6. Do you understand the job description?
7. Any questions for us?

## Appendix F: Sample Peer Mentor Training Schedule

### Peer Mentor Tentative Training Schedule

Monday, August XX

- 8:30-9:00 AM Breakfast
- 9:00-9:30 AM Welcome
- Introductions
  - Training Format
  - Teambuilding
- 9:30-10:30 AM The Typical Student
- Millennials
  - Implications for the Mentor
  - Self-Awareness Inventory
- 10:45-11:30 AM The Needs of First Year Students
- Cultural Explorers
  - W Curve
  - Programming Responses
- 11:45 - 12:15 Lunch
- 12:15-1:00 PM Living/Working in the Residence Hall  
(for live-in peer mentors)
- Basic residence hall policies
  - Working with hall staff
  - Boundaries
- 12:15-1:00PM Work Session for Class-Affiliated Mentors  
(for live-out teaching peer mentors)
- Challenges with building community
  - Getting to know the students when you don't live with them
  - Effective Teaching
- 12:15-1:00PM Work Session for Live-out Mentors  
(for live-out peer mentors)
- Challenges with building community
  - Facilitating group activities and maintaining enthusiasm
  - Fostering leadership within your learning community
- 1:10-1:40 PM Academic Success Center
- Study Skills and resources
  - Forming study groups
  - Supplemental Instruction
- 1:50-2:40 PM Communication
- Helping skills
  - Role plays
- 2:40-2:50 PM Processing Time
- 5:00 PM Pizza Dinner

Tuesday, August XX

- |               |  |
|---------------|--|
| 8:30-9:00 AM  | Breakfast  |
| 9:00-9:30 AM  | Resources <ul style="list-style-type: none"><li>• Campus</li><li>• Departmental</li><li>• Panel of Mentors</li><li>• Referrals</li></ul> |
| 9:30-10:30 AM | Diversity Presentation   |
| 10:30-11:30   | Resources and Referrals  |
| 11:30-12:00   | Lunch  |
| 12:00-12:30   | Academic Dishonesty  |
| 12:30-1:00    | Time Management  |
| 1:00-1:15     | Evaluation   |
| 1:15-1:30     | Wrap-up  |
| 1:30          | Dinner to go   |

## Appendix G: Sample Letter When Contacting New Students (Peer Mentors)

Sample email for new students. Edit as you wish.

Dear \_\_\_\_\_,

Welcome to Iowa State University and the College of \_\_\_\_\_! My name is \_\_\_\_\_ and I am a \_\_\_\_\_ (year in school) majoring in \_\_\_\_\_. (fill in some information about yourself)

I am very excited that you are going to be a part of the \_\_\_\_\_ Learning Community this fall. In addition to having a few classes together this fall, our team will be working on ways to get connected with faculty and staff members, helping each other learn how to be successful at Iowa State and of course having fun!

(fill in some of your own thoughts and plans for the semester)

(FOR RESIDENTIAL COMMUNITIES ONLY) Please be sure to come to my room when you check in this fall – I am living in room \_\_\_\_\_ and am looking forward to meeting you!

There will be a \_\_\_\_\_ (LC name) Learning Community kickoff \_\_\_\_\_ (event) for all teams on \_\_\_\_\_ (date, time, and location). Additionally, we will be doing some events as a team.

I am looking forward to the upcoming semester and believe that it will be a great one for you and me. If you have any questions, my summer contact information is: \_\_\_\_\_

Have a great summer!

\_\_\_\_\_ (name)

## Appendix H: Sample Letter New LC Students (Coordinator)

«FIRST» «LAST»

«ADDRESS»

«CITY\_», «STATE»

Dear «FIRST»,

Welcome to ISU! We are glad you are getting settled in and hope you are ready for new experiences as a student in the College of Business.

As we promised at Orientation, enclosed is an address list of all the members in your learning team (the addresses are correct as of 0X-0X-XX, so there may need to be updates for those without a local address—be sure to check with those team members). We encourage you to locate these folks in the residence halls, Greek, or off-campus living areas and start getting acquainted. The intent of the learning teams is to help you make connections through the closeness of your living areas and the classes you share with other students in pre-business, but you must put in some personal effort to realize the full benefit of your team.

Bus Ad 101 will be your “hub” for the learning team and your Bus Ad instructor should also be your advisor (with a few exceptions). You will meet staff, peer mentors, and other BLT teams at a team gathering on Wednesday, August 25th at 6:30 p. m. in the Bergstrom Commons of the Gerdin Business Building, (you should have received an invitation from your peer mentor already—if not, please let me know). Please make connections with your team members during this first week of classes—walk to class together, share a meal, or just get to know one another. Your learning team is only as effective as you make it, so don't be afraid to take the first step and say “Hi”! Reach out to your peer mentor as well with your questions and concerns—they were new freshman too, and know what you're experiencing during this first semester.

If you have any questions about your learning team, please talk with your Bus Ad instructor/ advisor or see Dr. Ann Coppernoll in 1200 Gerdin Business Building. Again, welcome to ISU and the College of Business—we're glad you're here!

Sincerely,

Coordinator Name

Learning Team Coordinator

### Appendix I: Mentor Evaluation Forms

Learning Community: _____	5=	Strongly Agree
Peer Mentor: _____	4=	Agree
	3=	Unsure
Using a scale of 0-5, where 5= strongly agree, 1= strongly disagree, and 0= not applicable, please respond to the following items.	2=	Disagree
	1=	Strongly Disagree
	0=	Not Applicable

5   4   3   2   1   0

My peer mentor responds in reasonable time when I express a concern.						
My peer mentor provides me with useful information.						
My peer mentor facilitates interactions among learning community participants.						
I have regular interactions with my peer mentor.						
My peer mentor has made an effort to get to know me.						
I have sought out my peer mentor for assistance.						
I have made an effort to get to know my peer mentor.						
My peer mentor encourages learning community participants to study together.						
My peer mentor demonstrates concern about my academic success.						
My peer mentor is knowledgeable about university resources.						
My peer mentor is skilled at facilitating discussions.						
My peer mentor is knowledgeable about the issues discussed in my learning community courses.						
My peer mentor has kept me informed about upcoming learning community activities.						
Overall my peer mentor has been helpful.						



## Appendix I (continued)

AE 110	Iowa State University
	Dr. Steven K. Mickelson

## Peer Mentor Midterm Evaluation Form

Mentor Name \_\_\_\_\_

In this course, to what extent is your mentor:

	Very	Somewhat	Not at all
1. Knowledgeable about the subject matter?			
2. Able to communicate well?			
3. Organized?			
4. Courteous and respectful to students?			
5. Successful in bringing a variety of perspectives into the course?			
6. Helpful during the class period?			
7. Helpful during out of class team meetings?			
8. Successful in coordinating team activities?			
9. Available for help outside of the class?			
10. Knowledgeable about ABE activities?			

Please complete the following statements.

11. My learning in this class is helped by having my mentor in class because...
12. My mentor helps me personally by...
13. My mentor could help me more by...
14. Overall, my mentor...

## Appendix J: Sample Supervision Document

### Learning Community Overall Report

Peer Mentor: \_\_\_\_\_ Timeframe: \_\_\_\_\_

What works? What to keep?	What doesn't work? What to change or toss?





## Appendix K: Sample Supervision Documents

### Peer Mentoring Meeting Report

Peer Mentor: \_\_\_\_\_

Attendance ( if present for in class and out of class meetings)

Team Members	Meeting Dates					

1. Document attendance
2. Summarize meeting discussion
3. Agree to future actions as needed, team members agree by initialing
4. Additional explanations/discussion can be included on the back of this sheet.
5. Turn in to LC coordinator every two weeks with your time sheet.

	Discussion Topics	Things going well	Things not going well	Future Actions	

## Appendix L: Sample Mentor Expectations (from Steve Mickelson)

### AE Peer Mentor Responsibilities

What exactly do you do as AE Peer Mentor?

- Attend AE Learning Community class and assist with the course, especially with your assigned AE Learning Community team
- Meet with your AE Learning Community students (4 to 5) once per week outside of class. Work on assignments. Your group can decide upon the location and activities of your meeting, but you do need to talk with them about how they are faring at ISU.
- Provide guidance and assistance to AE students new to the ABE department. Be their mentor! Help them to make good and appropriate decisions related to departmental, college, and university situations.
- Help identify when individual students are facing difficulties (academically or personally) so that we can provide appropriate support, tutoring, and/or information.
- Provide leadership for ABE Learning Community activities.
- Regularly report to Dr. Mickelson about your students' progress.
- If appropriate, provide "office hours" to assist students with individual classes.
- If you cannot attend a class period, please find a replacement for that class. If you can not find a replacement, contact Dr. Mickelson.
- You will be expected to help coordinate 2 or 3 laboratories during the semester. This means that you will need to contact the faculty member in charge of the lab to make sure that they are ready and to see if they need any help in preparing for or setting up the lab.
- Grade your teams' laboratory reports and submit the grades to Sue Ziegenbusch.

Compensation?

- You will be paid \$8.00 per hour for the time you spend in learning community classes, with your students and doing learning community activities. Work with Diane Schall in 100 Davidson if you haven't been employed by the University before.
- Timesheets must be turned in and signed by Dr. Mickelson by the 15th and the end of each month. You get paid every two weeks.
- You must turn in your peer mentor reports in order to get your timesheets signed.

Miscellaneous Stuff

- Lisa Scallan will be the peer mentor coordinator for AE 110. She will set up bimonthly meeting with all the mentors, probably over lunch.
- You are not expected to know everything. You are not expected to be responsible for everything your students do. That's not what a mentor is. A mentor is someone who asks good questions, listens, and then acts to assist their students to succeed.
- Please read through the Peer Mentor Handbook at <http://www.lc.iastate.edu/PMhandbook.html>.

Contact Info

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