Learning Community
Peer Mentor Supervisor Manual

Updated: 2/26/2025

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Introduction

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

A helpful document for your mentor(s) is the *Peer Mentor Handbook*. The handbook is available on the Learning Communities website at https://lc.iastate.edu/pm-resources.

General Timeline

Below are some ideas for working with your mentors at different points throughout the year.

➢ June: write a fun summer note to your mentor(s)

➢ July: write to mentor(s); provide campus news and a reminder of training dates, etc.

➢ August: meet with mentor(s) before school starts/right after they attend the University-wide training; set regular meetings for the semester; review job description and review/set goals

➢ September: begin meetings, LC activities, etc.; schedule mid-October evaluation meeting(s)

➢ October: have learning community students complete the Fall Peer Mentor Survey (contact Kyle Holtman at holtman@iastate.edu with questions) by mid-October; provide feedback to mentor and discuss plans for using the feedback for the remainder of the semester

➢ November: review accomplishments, issues, and finalize any end-of-semester plans; prepare and advertise your peer mentor position for the following year

➢ December: do something to demonstrate appreciation of mentor work and to celebrate the end of the semester; gather feedback from your mentor(s) about the program and your role as a supervisor; set meeting times for spring semester

➢ January: review goals and plan for spring semester

➢ February: review hiring needs for next year; publicize mentor position again, determine interview dates, etc.; consider gathering spring semester student feedback about mentor; continue meetings with mentor

➢ March: interview mentor candidates and select new mentors by spring break

➢ April: have current and new mentors meet for a training session; discuss goals for next year; do something to appreciate your current mentor(s); gather feedback from your mentor(s) 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 (around spring break). This allows time to plan activities and provide a spring training meeting 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-specific buildings, departmental listservs, or through the Student Job Board in CyHire. Asking faculty, staff, and other students to nominate people to be mentors can also increase applications. Often students need to be encouraged to apply. It is helpful to begin the recruitment process before the end of the fall semester to capture interest while participating in the LC and continue into the spring semester.

The Department of Residence maintains a list of students who were not hired for Resident Assistant 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 515-294-5520.

Interview questions should be developed to identify the knowledge, 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.

Training

Mentors generally 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 input for the University-wide training event 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 and 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 during the summer
- Teambuilding activities
- Developing strategies for faculty interactions
- Organizing study groups
- Time management strategies
- Discussing common questions and experiences of students within the department
- Reviewing important academic information
- Discussing expectations
- Planning meeting times

Before new Peer Mentors leave for the summer, they 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, resident assistants, and hall directors can be discussed.

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 postal mail. Some other ideas to consider are:

- a Facebook group
- Twitter page
- instant messaging opportunities (GroupMe, etc.)
- a Canvas organization offered throughout the year that allows interaction
- learning community webpage on your departmental/office 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.

Supervision of Mentors

Additional resources for supervisors of student employees can be found on the **Student Employment Center** page of the Student Financial Aid website (https://studentjobs.iastate.edu/).

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 ongoing record of what is happening in the learning community. In the unfortunate situation where a mentor is not performing their 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 *Peer 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.

Setting Expectations

Supervisors should make their expectations clear to peer 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?
• What meetings and activities 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 peer mentors are surprised by the amount of time the 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 presentations, 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 them 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 and providing this feedback to the peer mentors
- 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 Peer Mentor Survey, which is available through Qualtrics (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 they can make appropriate changes to the position or the learning community program.

Peer Mentor Appreciation

The Peer Mentor Appreciation activities coordinated by the Peer Mentor subcommittee 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, as well as recognizing individual contributions throughout the year. Asking your peer mentors how they appreciate being recognized is a good starting point to plan out any recognition practices or activities.

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: _____

I. 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 Halls?			
What activities and/or employment are you planning for the 20XX-20XX academic year?			

II.   Academic Information

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

III. 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 mentoring?
What courses will you be taking during the 20XX-20XX academic year?
Additional Comments:

IV. 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_____

    _____

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-only/year-long program. ## first-year students from (major/s) 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 in the same house as participants in the program. The Peer Mentor and the Resident Assistant (RA) 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.
- 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 an hourly rate of ($XX) and work approximately 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 (dates).

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-only/year-long program. ## first-year students from (major/s) 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 participants 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.
• 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 Peer Mentor Training the week prior to the beginning of fall semester and throughout the semester as needed.

Compensation

Peer Mentors receive an hourly rate of ($XX) and work approximately 6 hours a week. 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 (dates).

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:

- GPA – Is there a minimum GPA 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.
- 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 member 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 individually with students
- Implement study groups as needed
- Serve as a communication link between Learning Community coordinators, faculty, staff, 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

Compensation

- Possible aspects to consider:
  - Pay based on hourly work (typically 4-6 hours per week)
  - 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 have your current or past campus, work, or volunteer experiences prepared you to be a successful Peer Mentor?

4.   What do you feel are the most important skills for a good Peer Mentor to have, and how have you demonstrated those in the past?

5.   How would you reach students that might be pulling away from the team?

6.   What other commitments do you have for the academic year?

7.   Tell me about the highlights and challenges of your first semester at Iowa State. What is one valuable lesson you learned from your first year that you would like to share with new students?

8.   What experiences have you had at Iowa State that have been especially meaningful and why?

9.   What questions do you have about the responsibilities of this position?

10.   What questions do you have for me/us?

Appendix F: Sample Peer Mentor Training Schedule

Peer Mentor Tentative Training Schedule

Monday, August XX

8:30-9:00 AM   Breakfast and check-in

9:00–9:15 AM   Welcome
  • Introductions
  • Training Format
  • Principles of Community

9:15-9:30 AM   Transition and group activity

9:30–10:15 AM   The Needs of New ISU Students
  • Why Mentors: The Role of Mentors
  • Four Corners Exercise
  • Benefits of Mentoring

10:15-11:00 AM   Work Session for Mentors who Teach
          Effective Teaching and Facilitation

          Work Session for Non-teaching Mentors
          Tips and tools for communicating with mentees outside the classroom, setting expectations, and organizing study groups

11:00-11:15 AM   Break

11:15 - 12:15   Creating a Sense of Belonging for Student Success

12:15-1:00 PM   Lunch

1:00-1:45PM   Getting to Know Your Students through Active Listening

1:45-2:00 PM   Transition and group activity

2:00-2:45 PM   Recognize, Refer, Report
          Providing support and care for students

2:45-3:00 PM   Day 1 Reflection and Processing

Tuesday, August XX

8:30-9:00 AM   Breakfast and check-in

9:00-9:45 AM   Group activity example

9:15-10:00 AM   Strategies for Building Community

10:00-11:00 AM Student Mental Health and Wellness Resources

11:00-11:15 AM Break

11:15-12:15   Green Dot Program and Violence Prevention

12:15-1:00 PM   Lunch

1:00-1:15 PM   Transition and group activity example

1:15-2:15 PM   Mentor Case Studies

2:15-2:45 PM   Experienced Peer Mentor Panel

2:45-3:00 PM   Day 2 Reflection, Processing, and Evaluation

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/Department of_____.

As we promised at Orientation, enclosed is a list of all the members in your learning team. We encourage you to contact these folks 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 (major), but you must put in some personal effort to realize the full benefit of your team.

Class XXX will be your "hub" for the learning team. You will meet staff, peer mentors, and other Learning Community teams at a team gathering on XX date, XX time, and XX location, (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 once a new student and know what you're experiencing during this first semester.

If you have any questions about your learning team, please talk with your XX instructor/advisor. Again, welcome to ISU and the College of_____—we're glad you're here!

Sincerely,

Coordinator Name

Learning Community Coordinator

Appendix I: Mentor Evaluation Forms

Peer Mentor Survey

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

Please take a few minutes to respond to these open-ended questions.

1. In what ways has having a peer mentor been beneficial to you?

2. How could your peer mentor have better assisted you?

Use the remaining space to share any comments you have about your peer mentor.

Appendix I (continued)

Class XX	Iowa State University
	Coordinator XX

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 XXX LC 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?

Learning Community Project Team Report

Peer Mentor:_____Timeframe:_____

LC team members: Team Projects:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

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

Learning Community Individual Student Tracking Form

LC Student: _____ Peer Mentor: _____

Team: _____

Date	Concern/Issue	Action by student or peer mentor	Date Resolved

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 Ag and Biosystems Engineering)

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 (coordinator) about your students' progress.
- If you cannot attend a class period, please find a replacement for that class. If you cannot find a replacement, contact (coordinator).
- 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 (coordinator).

Compensation

- You will be paid $XX.00 per hour for the time you spend in learning community classes, with your students and doing learning community activities.
- Your work hours will be submitted through Workday and must be submitted each week. You get paid every two weeks.

Miscellaneous

- (Coordinator) will be the peer mentor coordinator for the LC. They will set up bi-monthly 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 https://lc.iastate.edu/pm-resources.

Contact Info

Coordinator name
Campus address
Phone number
Email