

Fall 06 Peer Mentor's Handbook

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WELCOME ... AND MANY THANKS!

On behalf of the entire First-Year Experience office, welcome to the Peer Mentoring program. All of us are eager to work with you in support of the class of 2010, and we have high expectations that you mentors will be a great success. You will serve a critical role as the liaison between the classroom and the residential halls, and between the Scribner Seminar faculty and the first-year students. The faculty will come to depend on you to model successful student work and to provide co-curricular support for their Seminar students. This *Peer Mentors' Handbook* will guide you towards effective mentoring of students and successful program development of events for your Seminar. The FYE staff are ready and eager to help you, so please don't hesitate to call on us. Thank you in advance for your enthusiasm and hard work. We look forward to a very successful year!

Prof. Michael Arnush
Director

Chris McGill
Administrative Coordinator

Allie Mersereau
Administrative Assistant

Jess Lubniewski '06
Student Assistant

Jon Hunsberger '07
Student Assistant

Office of the First-Year Experience
Starbuck Center 201
580-8111
fye@skidmore.edu

PEER MENTORS: AN OVERVIEW

Your goals as Scribner Seminar Peer Mentor are to help first-year students by ...

- assisting in the transition to college
- modelling creative, intellectual inquiry
- bridging the space between the classroom and the residence hall
- serving as academic and social role models
- exploring the rich array of opportunities at the College
- utilizing campus resources

What do those goals mean?

- assisting in the transition to college: striking the proper balance among academics, work, co-curricular activities and social life, and developing strategies – for example, time management, study skills, stress management – that will foster academic and social success
- modelling creative, intellectual inquiry: understanding the faculty's and community's expectations of students and demonstrating in and outside the classroom how to take the initiative and meet or exceed those expectations
- bridging the space between the classroom and the residence hall: developing, contributing to, and attending co-curricular events that enrich classroom learning
- serving as academic and social role models: participating in classroom and community activities while adhering to the College's Honor Code
- exploring the rich array of opportunities at the College: helping students choose academic options – majors, minors, and study abroad – and social ones that take advantage of the musical and theatrical performances, athletic events, late-night programming, and cultural activities on campus and in Saratoga Springs
- utilizing campus resources: introducing students to, for example, the Writing Center; peer tutoring; Dean of Studies and Student Academic Services; clubs and organizations; Career Services; the Counseling Center; Health Services.

How does a peer mentor do this?

Peer mentors live in the residence halls with Scribner seminar students, in other buildings in North or South Quad, in Scribner Village, in the North Woods apartments, or in downtown Saratoga Springs. Each of you will hold open door mentoring sessions regularly, either in the residence hall where the Seminar students reside or anyplace else you choose.

As a peer mentor you provide a welcoming environment for mentoring sessions, and can use those hours either to provide unstructured guidance or to implement well-designed mentoring sessions on specific topics. Design those sessions in consultation with the faculty, the FYE, other peer mentors and Residential Life staff.

Office hours are a tricky business: unless you build incentives for the students to meet with you, they are unlikely to take advantage of your availability and the support you can offer. During the first few weeks, you may want to avoid holding “traditional” office hours, and instead organize informal get-togethers to discuss critical transitional issues. When the students receive assignments in their Seminars somewhat later in the semester, they are more likely to seek assistance and support, and that’s where you can also play a critical role.

When and what should a peer mentor do? Possibilities ...

Weeks 1-2:

- review the Seminar's syllabus and the faculty’s expectations
- discuss study and work habits
- discuss and assess Orientation

Weeks 3-4:

- discuss a reading or writing assignment
- plan or attend an extra-curricular event

Weeks 5-6:

- coordinate a co-curricular program
- attend a co-curricular event

Weeks 7-8:

- help students prepare for midterms
- help students prepare for the demands of the second half of the semester

Weeks 9-14:

- coordinate a second co-curricular program
- help students prepare for final papers, projects and exams

And always ...

- listen carefully
- encourage participation in and outside the classroom
- steer students to the appropriate resources
- have fun!

What does a peer mentor receive for these efforts?

- 1-4 credits for enrolling in ID201 and attending the Scribner Seminar
- \$8.25/hour for a maximum of three hours/week in the fall. You may count
 - your attendance at 4th credit hour mentoring sessions
 - office hours
 - hosting co-curricular events
- \$8.25/hour for a maximum of ten hours in the spring, towards the development and delivery of a co-curricular program.
- \$300 stipend for use in the Skidmore Shop towards course materials
- a single room, with the extra fee waived, if you choose to live with your Seminar

What are the faculty's expectations of a peer mentor in the classroom?

- model successful learning, by observing, taking good notes, and serving as a catalyst for classroom discussion
- participate in a classroom discussion or debate
- assist the faculty in the delivery of a classroom workshop
- create an out-of-classroom activity that encourages hands-on learning
- guide the students to effective ways of understanding the course material

So, negotiate your role with the faculty early and often!

What is a peer mentor not expected to do?

- function as a teaching assistant – grade or assess student work
- function as a student assistant – do clerical work
- function as a peer tutor with expertise in the course material
- teach or guide a discussion without faculty input

Any questions?

- ask your instructor
- consult with the FYE office – Starbuck 201, x8111

ID201: PEER MENTORING SEMINAR SYLLABUS

Prof. Michael Arnush
Classroom: Ladd 307

marnush@skidmore.edu
Tu 5.10-6.05pm + TBA

COURSE DESCRIPTION:

An introduction to the practice of collaborative learning and mentoring as it relates to the interdisciplinary issues raised in Scribner Seminars. The course examines the role of mentors, the ethics of mentoring, and common mentoring problems. Students engage in a consideration of the readings and topics in selected Scribner Seminars, placing them in wider intellectual and pedagogical contexts, and undertake a term project on mentoring. Required for all students serving as Scribner Seminar mentors.

COURSE GOALS:

Peer Mentors, assigned to some of the Scribner Seminars, provide assistance to students facing the challenges and stimulation of the Seminars and the transition to college. You mentors serve as models for the first-year students as they engage in creative, intellectual inquiry, bridging the space between the classroom and the residence hall by serving as academic and social role models for the first year student, and supporting new students' transition to college by encouraging their integration into the larger community of scholars through the promotion of academic and cocurricular opportunities.

This course prepare you to provide effective mentoring to students in the Scribner Seminars. As with the Seminars, this is a course about knowing – particularly about ways to identify problems, formulate productive questions, and go about answering those questions – but this time in the context of mentoring. Students in this course will demonstrate the ability to:

1. distinguish among, and formulate, types of questions asked by the discipline of mentoring
2. read critically, and gather and interpret case studies related to peer mentoring
3. consider and address complexities and ambiguities; make connections among ideas; recognize choices; examine assumptions and ask questions of yourselves and of your own work, as well as the work of first-year students
4. formulate conclusions based upon evidence
5. communicate ideas both orally and in writing
6. steer first-year students effectively towards the use of institutional resources central to their academic needs
7. relate the results of the course to your educational goals

COURSE TEXTS:

Light, R.J. *Making the Most of College: Students Speak Their Minds*. Cambridge, MA, and London: Harvard University Press, 2001.

All other readings will be made available through electronic reserves or handouts.

COURSE REQUIREMENTS:

Class participation and attendance: 25%

Class participation is an active process and your grade depends upon your efforts to engage the material of this course and demonstrate that engagement over the course of the semester. That means both regular attendance and active participation in class discussions. You may take one unexcused absence over the course of the semester. Every additional absence will result in a lowering of one full grade for your final course grade. I equate showing up late for class with an unexcused absence; thus, it is your responsibility to come to class on time. Participation means much more than just attending class: active engaged learning includes doing the reading on schedule, thinking about the issues the reading raises and formulating questions and comments, and then sharing those observations with the class. In order to earn the class participation grade, you need to participate regularly (weekly) in the class dialogue.

Electronic journal: 25%

You will maintain a weekly electronic journal that records your observations about your own learning, the effectiveness of your mentoring of students in your Scribner Seminar, and reflections on the readings for ID201. This journal will be accessible only to the members of the Peer Mentoring Seminar and the instructor.

As mentors to students engaging in college-level writing for the first time, you will no doubt find opportunities to emphasize effective writing in appropriate mentoring opportunities. At the same time, although you are not Writing Center tutors, nonetheless you are expected to be diligent and exacting writers who are thoughtful about how you help others express themselves, and how you express yourselves as well. Accordingly, I will hold you to the highest standards of writing in these journals and in all other writing exercises for this course, and expect you to utilize resources like the Writing Center if and when appropriate.

Program planning: 25%

Each of you will be responsible for planning two co-curricular programs in the fall, and one in the spring, for your Scribner Seminar. The programs can take many different forms, and in each instance you can organize and lead the event alone or

collaborate with others in the Skidmore community (other peer mentors and their Seminars' instructors; residential life and other administrative staff; students clubs and organizations; academic departments and programs, etc.). **Always consult with your instructor first!**

- a discussion of one of the assignments for the course (reading, essay, project)
- a film related to the course material, accompanied by a discussion
- a discussion of some aspect of the transition to college life and its expectations. This might include a writing workshop (coordinated with the Writing Center), a consideration of time management, etc.
- a guest speaker or performance group. Because visits require funding and take careful planning, you will want to begin this process early (see below on the **Program Event Planning Guidelines**).
- a local field trip within 100 miles. Because of insurance and cost issues, we can only transport students in Skidmore transportation vehicles and cannot use personal vehicles. However, Saratoga Springs offers many opportunities and venues within walking distance to enhance your Seminar (e.g., local museums; Arts Council; Historical Society; City Hall and its officials, etc.).
- a field trip beyond 100 miles. Rented buses are expensive (average cost: \$1300 as of S06) and the 52-person bus is perfect for three Seminars and their faculty and peer mentors. Work with other mentors, and the faculty, to organize a collaborative trip.

Final paper: 25%

You are to assess, as dispassionately as possible, the types of mentoring activities that you employed, the approaches you took to mentoring the students, the impact of that mentoring and the extent to which the pragmatic implementation of various projects replicated our class discussion. You will present your final project in two formats: in class during the last three weeks of the semester, and in a 2000-3000 word paper (approximately 8-10 pages) with full citations and bibliography.

Final grade:

I will solicit observations from your Seminar instructors about your work for the course, which will influence the final grade. The grading options are S/U.

Possible Peer Mentoring Seminar discussion topics

- Roles and responsibilities of peer mentors
- Academic integrity and scholarship
- Time and stress management
- Critiquing student writing
- Research, presentation and visual literacy skills
- Diversity and difference

Possible readings

- Banner, J.M., and Cannon, H.C. *The Elements of Learning*. New Haven: Yale Univ., 2001.
- Bonwell, C., and Eison, J. *Active Learning: Creating Excitement in the Classroom*, chs. 3-4, "Questioning and Discussion," and "Additional Strategies Promoting Active Learning."
- Bruffee, K.A. *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge* (excerpts).
- Cashel, M.L., et al. "Mentoring as Service-Learning for Undergraduates," *Academic Exchange Quarterly* 7.2 (2003) 106-110.
- Chickering, Arthur W. *The Modern American College*. San Francisco: Jossey-Bass, 1981.
- _____, and Ehrmann, S.C. "Implementing the Seven Principles: Technology as Lever," *AAHE Bulletin* 49.2 (Oct. 1996), 3-6.
- Creamer, Don G. (Ed.). *Student Development in Higher Education: Theories, Practices and Future Directions*. Cincinnati: ACPA, 1980.
- Elkins, J. *Visual Studies: A Skeptical Introduction*, ch. 4, "What is Visual Literacy?"
- Knefelkamp, Lee, Widick, Carole and Parker, Clyde. (Eds.). *Applying New Developmental Findings*. New Directions for Student Services No. 4. San Francisco: Jossey-Bass, 1978.
- Miller, T.K. and Winston, Jr., R.B. "Human Development and Higher Education." In T.K. Miller, R.B. Winston, Jr. and Associates. *Administration and Leadership in Student Affairs: Actualizing Student Development in Higher Education*. Muncie, Indiana: Accelerated Development, Inc., 1991.
- Rodgers, R. F. "Student Development." In U. Delworth, G. R. Hanson, and Associates. *Student Services: A Handbook for the Profession*. San Francisco: Jossey-Bass, 1989.
- Sedlak, C.A., et al. "Critical Thinking in Students' Service-Learning Experiences," *College Teaching* 51.3 (2002) 99-103.
- Strange, C. "Managing College Environments: Theory and Practice." In T.K. Miller, R. B. Winston, Jr. and Associates. *Administration and Leadership in Student Affairs: Actualizing Student Development in Higher Education*. Muncie, Indiana: Accelerated Development, Inc., 1991.
- Trostle, J., Hersh, R.H. "Lessons from a College Promoting Civic Engagement," *peerReview* (Spring 2003), 16-19.
- Upcraft, M. Lee and Gardner, John L. (Eds.). *The Freshman Year Experience*. San Francisco: Jossey-Bass, 1989. p. 41-46.
- Upcraft, M. Lee and Moore, Leila V. "Evolving Theoretical Perspectives of Student Development." In Margaret J. Barr, M. Lee Upcraft and Associates. *New Futures for Student Affairs*. San Francisco: Jossey-Bass, 1990.

PEER MENTORS FALL 2006

PEER MENTOR	INSTRUCTOR	SCRIBNER SEMINAR TITLE	CLASS MEETINGS
Molly Appel	B. Breslin	Killing State: Capital Punishment in America	M/W 2:30-4:20
Kendra Asplund	M.-B. O'Brien	Projecting History	TU 7:00-9:00PM TU/TH 11:10-12:30
Andrew Bernstein	R. Lindemann	Earth System Evolution	TU/TH 9:40-11:00
Daniel Bingham	M. Crone-Odekon	Human Colonization of Space	W/F 8:40-10:00 M 9:05-10:00
Louise Bowes	C. D'Abate	Images of Work	W/F 12:20-2:10
Alicea Cock-Esteb	S. Frey	Molecular Frontier	TU 2:10-3:05 TU/TH 12:40-2:00
Brooke Cohen	J. Sorensen	Eyes Wide Open	W/F 8:40-10:00 M 9:05-10:00
Phoebe Conklin	S. Layden	Human Dilemmas	M 1:25-2:20 TU/TH 11:10-12:30
Alaina Crystal	M. Hellman	Buzz: Visual and Material Culture of Caffeine	W 11:15-12:10 TU/TH 12:40-2:00
Daniel D'Ambrosio	G. Murphy-Berman	Psychological Theories of Social Justice	TU/TH 12:40-2:00
Emma Dill	S. Mintz	Extraordinary Bodies	M/W 10:10-11:30 F 11:15-12:10
Elizabeth Edelheit	D. Vella	Serious Games: Conflict, Voting and Power	F 2:30-3:25 M/W 2:30-3:50
Morgan Eisler	M. Pearson	Living Our Choices: Wisdom for Today from Early China	M/W 4:00-5:20 W 5:30-6:25
Malia Franklin-Apted	M. DiSanto-Rose	Human Dilemmas	M 1:25-2:20 TU/TH 11:10-12:30
Meredith Freed	B. Given	From Homer to Hip-Hop: Musical Aesthetics, Technology & Copyright	M/W 4:00-5:50
Kristin Griffiths	B. Black	American Dreams	TU/TH 9:10-11:00
Elizabeth Grimes	M. Stange	Gendering God & "God Talk"	TU/TH 9:10-11:00
Jessie Hull	L. de la Luna	Images of Education	TU/TH 3:40-5:30 TU 6:30-8:00
Lauren Ireland	K. Graney	Mother Russia's Daughters	M 12:20-1:15 TU/TH 12:40-2:00
Allison Keane	M. Mudrovic	Gender Benders	TU/TH 9:40-11:00 TU 12:40-1:35
Devin Landry	J. Brueggeman	Class, Race and Labor History	TU/TH 11:10-12:30 M 11:15-12:10
Josh Lauren	D. Nathan	American Memories	W 2:30-3:25 W/F 8:40-10:00
Laura (Loe) Lee	K. Hauser	How do Women Look?	TU/TH 9:40-11:00
Fen (Anna) Lee	L. Rosengarten	Human Dilemmas	M 1:25-2:20 TU/TH 11:10-12:30

PEER MENTOR	INSTRUCTOR	SCRIBNER SEMINAR TITLE	CLASS MEETINGS
Meredith Lu	S. Solomon	Human Dilemmas	M 1:25-2:20 TU/TH 11:10-12:30
Meagan Magrath	S. Hoffman	Warfare Today	TU/TH 3:40-5:30
Andrew Miller	D. Smith	Care of the Heart	TU/TH 2:10-3:30 M 11:15-12:10
Heather Moore	B. Jones	Location, Location, Location	TU/TH 2:10-3:30 M 2:30-3:25
Dan Moran	P. & M. Glotzbach	Liberal Education Leader	TU/TH 9:40-11:00
Sean Muron	P. von Kaenel	Psyching Out the Market	TU/TH 3:40-5:30
Allison Richman	P. Prasad	Life, Liberty and the Pursuit of Capitalism	TU 3:40-5:00 W/F 10:10-11:30
Alex Rindler	P. Boshoff	Sport, Self & Society	TU/TH 9:40-11:00 TU 6:30-7:25PM
Rachel Roderman	M. Correa	Hard Times in the Big Easy	M 1:25-2:20 TU/TH 9:40-11:00
Jennifer Rosenbush	N. Chiteji	Transitions to Adulthood	W/F 12:20-1:40 TH 3:40-4:35
Morgan Rougeau	D. Miller	Painters Canon	W/F 10:10-11:30 M 11:15-12:10
Becky Schneider	M. Raveret Richter	Food, Groups & Mates	M 12:20-1:35 W/F 12:20-1:40
Krystina Smith	H. Hodgins	Human Dilemmas	M 1:25-2:20 M/W 4:00-5:20
Allison Stafford	J. Halstead	Water: Society, Science and Arts	TU/TH 2:10-3:30 TU 6:30-7:25
Sarah Stevens	B. Brown	<i>War and Peace</i> and <i>Eugene Onegin</i> in Literature & the Performing Arts	M/W/F 10:10-11:05
Karrin Varucene	G. Faustini	Italian Cinema	W 4:00-6:00 TU/TH 3:40-5:00
Heather Vickery	T. Diggory	Human Dilemmas	M 1:25-2:20 TU/TH 11:10-12:30
Susan Warden	M. Arnush	Democracy Inaction	M 2:30-3:25 W 1-2:20 F 1:25-2:20
Vanessa Weber	W. Lewis	Film, Truth and Value	M/W 2:30-4:20
Katherine Zappia	J. Segrave	Sport, Self & Society	TU/TH 9:40-11:00 TU 6:30-7:25PM
Rebecca Ziino	T. Nechtman	Animals in History	F 1:25-2:20 M/W 2:30-3:50
--none--	N. Chiteji	My So-Called Life: Transitions to Adulthood	WF 1:20-1:40 TH 3:40-4:35
--none--	D. Domozych	Living in a Green World	TU/TH 8.10-9.30

PROGRAM EVENT PLANNING GUIDELINES

Meet with your Scribner Seminar faculty *early and often* to determine possible programs in support of your Seminar. As you consider co-curricular activities, keep in mind the possibility of including students from (an)other seminar(s). If you choose to do so, you will want to clear this program with the relevant faculty instructor and (if appropriate) peer mentor. Discuss with the faculty the possibility of utilizing some of the funds in support of his or her Seminar for your program.

Meet with either Prof. Michael Arnush, FYE Director, or Chris McGill, FYE Administrative Coordinator, to coordinate your programming interests with those of the larger FYE. Please schedule an appointment through the FYE Administrative Assistant, Allie Mersereau, at x8111. The FYE office is located in Starbuck Center 201.

Meet with Ann Marie Przywara, Associate Director of Residential Life, to discuss your program *at least 1-2 weeks* before your program date and coordinate it with already-scheduled programs in the residential halls. Please schedule an appointment with Sue Valenti, Coordinator of Student Housing, at x5765.

Be sure to create advertising at least 1-2 weeks before your program. Last minute programs typically lack attendance. The Residence Hall Staff can help with advertising. Please bring all fliers to Residential Life for distribution 1-2 weeks before the program date. Feel free to make an announcement during study breaks, floor meetings, Seminar sessions, etc. If you are excited about your program, others will be as well.

Residential Life provides each building a \$50 program budget to be shared among the peer mentors, which may be used for refreshments and materials only, not for transportation or study sessions. Additional funds are available via application to the FYE office, but *only after you have sought funding both from the Scribner Seminar instructor and Residential Life*.

When making purchases, you will need to spend your own money up front. Before making a purchase, please stop at Residential Life to pick up a tax exempt form. Be sure to keep all receipts for program materials and bring them to Allie Mersereau. She will make a check request out that you will need to bring to the cashier's window in Barrett Center. Sometimes this may take a day or two.

Please complete a brief evaluation form after your program. Any questions? When in doubt, please ask!

PROGRAM EVENT PLANNING FORM

Name _____ Date _____

Date	Time	Location	Program/event	Funds requested

Submit to Chris McGill, FYE Administrative Coordinator, Starbuck 201A

ESSENTIAL CONTACTS

Office	Contact
First-Year Experience	<p>Michael Arnush, Starbuck 201, x8111</p> <ul style="list-style-type: none"> ➤ ID201 ➤ Programming <p>Chris McGill, Starbuck 201, x8112</p> <ul style="list-style-type: none"> ➤ Orientation ➤ Financial reimbursements <p>Allie Mersereau, Starbuck 201, x8111</p> <ul style="list-style-type: none"> ➤ Communication ➤ Compensation
Athletics Director	Gail Cummings-Danson, Sports Center 222, x5370
Campus Life	<p>Anita Steigerwald, Case 310, x5779</p> <ul style="list-style-type: none"> ➤ Clubs and organizations; student leadership <p>Barb Schallehn, Case 309, x5778</p> <ul style="list-style-type: none"> ➤ Pre-orientation
Campus Safety	Dennis Conway, Jonsson Tower, x5569
Career Services	Mike Profita, Starbuck 204B, x5790
College Chaplain	Stephen Butler-Murray, Case 226, x5673
Student Employment	Kim Coons, Starbuck 101, x5757
Counseling Services	Julia Routbort, Jonsson Tower, x5555
Dean of Student Affairs	Pat Oles, Case 3 rd floor, x5760
Dean of Studies	<p>Michael Ennis-McMillan, Starbuck 201, x5720</p> <p>Tina Levith, Starbuck 201, x5720</p>
Disabilities Services	Cynthia Guile, Starbuck 1 st floor, x8150
Health Services	<p>Patty Bosen, Jonsson Tower, x5550</p> <p>Pamela Houle, Jonsson Tower, x5550</p>
HEOP/AOP	Monica Minor, Starbuck 1 st floor, x5770
International Programs	Cori Filson, Starbuck 2 nd floor, x5355
Multicultural Student Affairs	Kathy Simpson, Case 3 rd floor, x5763
Peer Tutoring	Barbara Opitz, Starbuck 1 st floor, x8150
Registrar	Ann Henderson, Starbuck 203F, x5710
Residential Life	<p>Don Hastings, Wiecking Hall, x5765</p> <ul style="list-style-type: none"> ➤ Housing <p>Ann Marie Przywara, Wiecking Hall, x5765</p> <ul style="list-style-type: none"> ➤ Programming
Student Academic Services	Sue Layden, Starbuck 1 st floor, 8150
Volunteer Services	Michelle Hubbs, Case 2 nd floor, x5784
Writing Center	Phil Boshoff, Ladd 320, x4331