Peer Educator Job Description

Purpose of Peer Connections

The goal of Peer Connections is to empower SJSU students to become independent learners and students who can successfully navigate the college environment. As a result, SJSU students will be more successful in their classes and in achieving their academic and personal goals.

The Role of Peer Educators: Peer Educators support SJSU students to take ownership of their own learning in order to become self-directed learners and active global citizens. Peer Educators are certified through the College Reading Learning Association (CRLA), University of Missouri - Kansas City (UMKC) - International Center for Supplemental Instruction (ICSI), and Learning Assistant Alliance (LAA). Peer Educators do not grade student work, hold office hours, proctor exams, or lecture.

Peer Educator Eligibility Requirements

- Enrolled in at least 6 units for undergraduates or at least 4 units for graduate students. - Demonstrates initiative, satisfactory progress towards degree, and has declared a major.	- Earned a minimum of a 2.75 GPA overall **or** a 2.75 GPA for two consecutive semesters before applying and must maintain a 3.0 once hired. - Earned at least a "B" grade in each course to be supported.
- Demonstrates the following skills: organization and time management, effective communication, patience, flexibility, critical thinking, creative problem-solving, and appropriate decision-making.	- Possesses a friendly, respectful, and professional demeanor with a positive attitude. Is able to work in a team-driven environment. - Has a sense of humor
- Demonstrates sensitivity to individuality in a setting composed of diverse students, faculty, and staff.	- Attend weekly supervision meetings and trainings during the semester.

*Any exceptions to the eligibility requirements are granted at the sole discretion of the Peer Connections Director.

Peer Educator Responsibilities

1. Learns and uses effective certified methods, strategies, and "best practices" presented in training and supervisory meetings when working with students.

2. Works as a productive and collaborative member of the Peer Connections team.

3. Arrives and finishes scheduled work sessions on time.

4. Attends all scheduled staff and training meetings.

5. Follows the assigned work schedule for the entire semester, unless otherwise approved by the supervisor.

6. Attends the designated lecture as requested by the supervisor and instructor; serving as a "model student."

7. Completes and submits all administrative tasks correctly and on time, such as Spartan Connect Reports and assessments, Peer Connections Surveys, and payroll records.

8. Is familiar with the Peer Connections staff and their respective responsibilities and services.

9. Is familiar with and adheres to the written Peer Connections policies, procedures, and forms, which include (but are not limited to) the Code of Ethics, the manual, sign-in/sign-out procedures, student referrals, e-mail, use of name tags and name cards, Canvas and Spartan Connect procedures, Professional Development Log, and payroll submissions.

10. Responds appropriately to constructive feedback and supervision from the supervisor and other staff/instructors as necessary.

11. Participates in the evaluation and development of Peer Connections by proposing initiatives, addressing concerns, supporting colleagues, clarifying questions, engaging in discussions, and providing constructive feedback to leadership.

12. Educates the SJSU community about Peer Connections by participating in at least 2 hours of outreach opportunities such as making faculty contacts and/or class announcements, distributing program materials, and working publicity events.

13. Acts as a liaison between the professor and the students, sharing feedback from students' perspectives.

14. Communicate with faculty member(s) to exchange feedback on student performance and coordinate efforts as appropriate.

15. Engage in continuing professional development and finish CRLA Levels I and II training before completing 3 semesters with Peer Connections, unless otherwise approved by the supervisor.

16. Able to engage and interact respectfully and professionally with individuals from diverse learning and cultural backgrounds.

Employment Information

- Students can apply for peer educator positions regardless of work-study eligibility.
- Peer Educators are employed on a semester basis, and contracts are subject to renewal each semester contingent on satisfactory performance evaluations.
- Peer Educators are paid for their scheduled work, completing administrative work, and attending staff meetings and training sessions.
- The Program Director determines the peer educators' work schedule based on need, availability, and skill. Peer educators typically work between 6 and 15 hours per week. Exceptions to the minimum number of hours are granted only by the Director of Peer Connections.
- Peer educators must earn a minimum SJSU GPA of 3.0 each semester after being hired. Peer educators are encouraged to speak with their supervisor as soon as they notice they are having difficulty managing their class(es), work, or personal life, rather than wait until the end of the semester. The professional staff are here to assist and support peer educators, just as peer educators are here for students. Any peer educators who do not maintain a semester 3.0 GPA are responsible for arranging a meeting with their supervisor as soon as they receive their grades to discuss their eligibility to continue with their employment.

Student staff members must meet a consistent GPA requirement to work at Peer Connections. Peer educators will not be re-hired if they have two semesters with an SJSU GPA below 3.0 (whether these semesters are consecutive or not) or if their SJSU cumulative GPA falls below 2.75. If a peer educator is hired under the condition that their SJSU cumulative GPA was under 2.75, but they had two consecutive semesters above 2.75, they must maintain an SJSU semester GPA above 3.0 or they will not be re-hired. If a peer educator is not re-hired because of their GPA, they can re-apply once their **semester and cumulative** SJSU GPA are above 3.0. Exceptions can only be made in consultation with the Peer Educator's supervisor and the Director.

Employment Privileges

- While employed at Peer Connections, Peer Educators are eligible to receive reduced parking fees through SJSU Parking Services. To receive the discounted parking rate, Peer Educators must indicate that they are **Instructional Student Assistants (ISA) with Peer Connections**. The list of eligible ISAs will be given to Parking Services before the semester starts. Parking permits can be purchased at the Parking Services Office located at 7th and San Salvador Street.
  - Sometimes, depending on the hire date and paperwork processing, the Peer Educators may need to buy the permit first and then file for a refund. In that case, an additional **ISA Parking Refund form** is required to receive a refund of the discounted amount. Contact the Administrative Coordinator for this form.

- Peer Educators receive priority registration after they have been employed at Peer Connections for one semester and continue to work in the program. Priority registration allows peer educators to enroll in their classes before the general student population so that they can create a schedule that accommodates **mandatory** staff and training meetings as well as attending assigned classes.

A Learning Assistant Is . . .

Definition of a Learning Assistant: Facilitating Course Engagement

A Learning Assistant is a student who works as part of an instructional team to help promote active learning, incorporate innovative 'hands-on' educational practices into the classroom, and improve student retention.

Role of the Learning Assistant

1. Partners with a faculty member committed to incorporating active learning into their course.
2. Promotes student interaction and engagement with the content of a supported course by facilitating small-group and whole-class discussions, working through problem sets, and other activities.
3. Acts as a liaison between the professor and the students, providing feedback on what students have learned and what is unclear.
4. Encourage students to be active learners in their education.

Additional Learning Assistant Responsibilities

1. Meet with your embedded faculty partner at least once a week to prepare for future class sessions and discuss student interaction with the course itself.
2. First-semester LAs also enroll and participate in SCI 174, a pedagogy class, to review learning theory, teaching strategies, and student development theories, and discuss best practices in STEM education.

A Peer Mentor Is . . .

Definition of Mentoring: Transition & Navigation (College Life)

Mentoring enhances knowledge and understanding through shared information, resources, and strategies to navigate the university experience. Mentors model effective skills, traits, and behaviors that can empower other students to do well personally and academically.

Role of the Peer Mentor

1. Encourages and engages mentees to develop self-confidence, self-efficacy, and study strategies that direct them to become independent learners.
2. Listens to and supports students in the development of their personal, social, and academic skills.
3. Serves as an experienced guide and role model for students to effectively transition into and navigate the college process.
4. Assists in building a connection between students and the SJSU campus culture by providing campus-related resources, information, and referrals in addition to providing community-building experiences.
5. Provides at least 6 hours to meet with students to work on time management, study strategies, campus resources, and transitional issues. The format may vary and is determined in collaboration with the instructor and/or supervisor.

Additional Peer Mentor Responsibilities

1. Develops and facilitates student success workshops in the assigned class as requested.
2. Facilitates/co-facilitates at least 2 workshops outside of the assigned class.

A Peer Tutor Is . . .

Definition of Peer Tutor:

Peer tutors offer appointments and/or drop-in tutoring for a wide variety of subjects, depending on their academic background. They can also assist with personal and academic skill development in areas like Campus Resources, Stress Management, Study Strategies, and Time Management.

We have two types of Peer Tutors. Most of our tutors are assigned to specific course section(s) and attend class as arranged by their supervisor and the course instructor. Those tutors take on the role of an Embedded Tutor. Tutors who are not assigned to a specific course are considered Classic Tutors.

Role of the Tutor

1. Provide students with peer support to supplement their learning in class.
2. Support students in identifying their areas of strength and challenges in specific course content.
3. Guide students in developing effective learning and study strategies to become self-confident, independent learners.
4. Encourage students to be accountable and responsible for their choices as students.
5. Provides at least 6 hours/week of individual tutoring and/or small group services in designated Peer Connections areas, based on the guidelines, policies, and procedures in this manual.

Additional Tutor Responsibilities

1. Partner with faculty of assigned class(es) to support students as outlined in expectations set collaboratively with faculty. Attend assigned section(s) at least once per week, or as needed, and serve as a peer leader to the students (embedded tutor only).
2. Complete 25 hours of direct service hours every semester.

A Supplemental Instruction (SI) Leader Is . . .

Definition of Supplemental Instruction: Promotes course engagement and mastery through collaborative learning

SI Leaders attend their assigned class and facilitate workshops and study sessions outside of the regularly scheduled class time. These sessions are focused on active student involvement and incorporate both content and learning strategies.

Role of the SI Leader

1. Uses active & collaborative learning techniques to facilitate guided study sessions for students in SI-supported courses.
2. Encourages and engages students to develop their self-confidence and self-efficacy while achieving greater classroom engagement, study skills, and effective learning strategies to become independent learners.
3. Supports students in identifying difficult course concepts by creating activities in order to capture the variety of student needs.
4. Promotes SI sessions to students through announcements in class and on Canvas.

Additional SI Leader Responsibilities

1. Hosts at least two study sessions per week which focuses on the potentially challenging aspects of the course.
2. Creates and prepares lesson plans and other materials (e.g., slides, handouts) needed for SI sessions.
3. May host additional review sessions before midterms and finals as requested.
4. Meets with the assigned instructor weekly or biweekly to discuss and review upcoming course lectures.
5. Assures that SI session content and plans are aligned with the course content and the student needs.
6. Collects valuable attendance and direct student learning data for continued analysis of SI effectiveness.