



Student Success Center

~ Your future, your success ~

First Year Studies Peer Mentor Application Fall 2008

Role of a Peer Mentor:

Assist faculty and staff instructors in a section of FYS 101 for the fall term and serve as a role model, advisor, and contact person for FYS students; work cooperatively with other peer mentors and your instructor; demonstrate mature, responsible decision making; and serve as a resource on campus services and activities; assist students in solving problems and getting involved on campus.

Benefits:

New FYS Peer Mentors will receive two credit hours for their service: one for completing Peer Mentor Training (FYS 401) in Spring 2008 and one for serving as a Peer Mentor (FYS 402) in Fall 2008. Returning Peer Mentors will receive one credit hour for serving as a Peer Mentor (FYS 402) in Fall 2008. All participants will gain valuable experience working cooperatively with an instructor (UT faculty and staff); develop/enhance their communication and leadership skills; learn first-hand how FYS 101 is developed and put into action, and serve first-year students as they transition from high school to the university.

Responsibilities:

- New Applicants: Enroll in and successfully complete FYS 401-Peer Mentor Techniques, during Spring 2008.
- Returning Peer Mentors: Attend a refresher seminar on the first study day before Spring finals, and volunteer to assist upon request at some of the Spring FYS 401 classes.
- Both New and Returning Applicants:
 - Attend the Instructor and Peer Mentor Seminar, to be held on the first study day before Spring finals.
 - Respond to communications made to you by your instructor over the course of the summer in preparation for FYS 101 in the Fall.
 - Participate in the Life of the Mind discussion session, held in August on the two days prior to start of Fall semester classes.
 - Actively participate in your assigned FYS 101 section by assisting your instructor and engaging the students in class activities and discussions.
 - Contact students outside of class to facilitate their successful transition into the UT community.
 - Commit 2-4 hours per week of your time to FYS 101 during the Fall semester.

Selection:

Successful applicants must have a positive UT faculty or staff reference (see attached reference form), a cumulative UT GPA of at least a 2.50 and have completed at least 12 credit hours of coursework at UT (after Fall 2006), and have a clear judicial record. In addition to these requirements a successful applicant submits creative and thoughtful answers to the following questions:

1. Describe one experience, or interaction with one person, from your first year at UT that you believe made an impact on your career as a successful student and member of the UT community.
2. What do you believe are your personal attributes/qualifications that would contribute to the success of first-year students and the FYS Peer Mentor program?
3. You have been asked to instruct a session in your FYS 101 class. In detail, give a description of what the topic would be that you would present to the class and why you chose that topic (i.e. what do you think new students need to know about college-life and UT?)
4. If you are a Returning Peer Mentor, please describe one aspect of participating in FYS 101 which you have really enjoyed and an aspect that you think could be improved upon and how.





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Applications accepted at anytime. **Priority Deadline: February 15, 2008.**

Return Complete Applications to:

1817 MELROSE AVENUE KNOXVILLE, TN 37996-3551

PHONE: (865) 946-4357 FAX: (865) 974-2944

New Applicant _____ Returning Peer Mentor _____ (check one)

Student ID _____ First Name _____

Preferred Name _____ Last Name _____

Preferred Section of FYS 401 (please place a check next to your first choice or put an x if a section does not work for your schedule at all.)

Tuesday 5:05-5:55 _____ (only section available for second session)

How did you find out about the Peer Mentor position? _____

Spring 2008 Address:

Address _____ City _____ State _____ Zip Code _____

Phone Number _____ Alternate Phone No.: _____

Email _____ Major _____

Expected Semester/Year of graduation: _____

Reference form to be received from: _____

Applicant Signature _____ Date _____

In reading and signing this application I agree to grant the Student Success Center permission to check my academic record for the purpose of verifying my grade point average and number of credit hours earned at the time of application. I also agree to allow the Student Success Center to obtain information from the Office of Student Judicial Affairs in regards to any disciplinary records in my name. I understand that these actions are taken to obtain information that will be used for the sole purpose of determining eligibility for the position of Peer Mentor and nothing more.





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APPLICANT: PLEASE COMPLETE THIS SECTION

Applicant's Name _____

TO THE EVALUATOR:

The Peer Mentor leadership program provides students with the opportunity to serve in a role model/mentoring capacity to freshmen students at the University of Tennessee. Peer Mentors are matched with faculty and serve on a team of two peer mentors and one faculty to guide a class of 25 freshmen through their first term of enrollment.

In making decisions on the appropriateness of a student's selection as a peer mentor, we need to know about their **motivation, adaptability, academic skills**, and other **personal qualities** that will give students the ability to effectively lead new students through their transition to college. While we will appreciate any observations that will assist us in evaluating the present applicant, of special interest are qualities such as **competence, independence, resourcefulness, confidence, social skills, open-mindedness, campus knowledge, and integrity.**

Please indicate the basis and extent of your acquaintance with the applicant. Placing your remarks in a comparative perspective will further assist the selection committee in reaching a decision about the applicant.

In summation, please state frankly your opinion of this applicant's chances for success in leading new students through the college transition, weighing both strong and weak points.

1. How well do you know the applicant? (Check the most appropriate response.)

- Extensive contact in a variety of settings
- Well acquainted in classroom or campus environment
- Limited contact in classroom or campus environment
- Other _____

2. In comparison with other students whom you have known at comparable stages of their education, please rate the applicant in these areas. (Circle the most appropriate response.)

	Excellent	Very Good	Average	Below Average	Unable to Judge
Academic Ability	4	3	2	1	X
Maturity	4	3	2	1	X
Cooperation and Adaptability	4	3	2	1	X
Initiative and Motivation	4	3	2	1	X
Social Skills	4	3	2	1	X
Open-mindedness	4	3	2	1	X
Integrity	4	3	2	1	X
Independence	4	3	2	1	X
Resourcefulness	4	3	2	1	X



