Role and Expectations of Peer Instructors in UK101 and UK201

Peer Instructors play a very important role in the success of UK 101 and UK 201. Therefore, we have very high expectations for students who serve in this significant role. Below you will find important information about the position, broken down by categories.

DURING THE SPRING SEMESTER / BEFORE THE SUMMER BEGINS

- Attend the UK 101 Planning Workshop with your co-instructor, where you will:
  - Discuss philosophies, goals, ideas, and format for how you want your class to run. What sort of culture do you want to create for your class? It is important that you get off to a good start and present a united front during the first class.
  - Divide roles and responsibilities. Decide things like:
    - Who will take attendance?
    - How will you split up teaching responsibilities?
  - Begin planning your syllabus together.
    - Use as few guest presenters as possible.

DURING THE SUMMER

- Before the semester begins, meet with your co-instructor and finalize your syllabus.
- Schedule a weekly meeting time with your co-instructor during the fall semester when you will plan the upcoming class sessions. Periodically, discuss progress of course and students in class.
- Once you obtain a class roster list, set up a listserv to communicate with your students. Or if your instructor chooses to utilize Blackboard, use it to communicate with students.

BEFORE EACH CLASS SESSION

- If a guest speaker is facilitating the class, introduce yourself so the guest will know that you are the peer instructor. Ask guest presenter if you can help with anything.
- Come to class prepared! Review lesson plan and assignments. Students may have questions about the assignments.
- Prepare a list of announcements about activities/organizations/campus resources to share at the beginning of every class.
  - Check your e-mail to see if Lauren Goodpaster has sent any announcements. (The emails are generally sent every Monday to all Peer Instructors.) Print off the email to read in class and forward the electronic copy to your students.
  - You might also want to review the Kernel, Campus Calendar, or join listservs to gather other ideas.
- If possible, arrive to class a few minutes early to chat with students.
- Dress appropriately to teach class (jeans are fine, but please avoid holes, cutoffs, short skirts/shorts, and try to avoid organizational shirts).
- If you are going to miss class for any reason, please notify your co-instructor so he or she is aware.
DURING EACH CLASS SESSION

- Assist with attendance, collecting or returning assignments, name cards, etc.
- Learn student names! You need to take on a major role in helping students get to know one another.
- At the beginning of each class, announce upcoming activities or highlight a student organization or a campus resource. When you announce events, be sure that you know the details (where, when, cost).
- You are expected to be engaged in the class. You should not text, work on a crossword puzzle, view Facebook, etc., during a presentation by the instructor or a guest presenter. Sleeping or not participating in class in unacceptable.
- Reinforce points made in class by your co-instructor. Remember, you are a “reality check” for students (e.g., “Yes, I really do study that many hours a week.” or “Yes, I really do write down all my assignments in a planner.”).
- Be willing to share your personal experiences and examples with the class. But, do not give students the impression that you are better than they are. This can intimidate the students so they don’t feel comfortable coming to you with their questions. It is important that they feel/understand that you were a freshman/new student once, too.
- Participate in small group activities or discussions. Join a different student group for each discussion.
- Have follow-up conversations with your students. (For example, “How did the calculus test go?” “How many of you went to the football game? Did you have fun?”)
- Be on the lookout for warning signals and other cues from students who may be experiencing problems:
  - Sleeping in class
  - Not participating in class
  - Not attending class
  - Inappropriate behavior in class

Follow up with these students by talking with them after class or emailing or phoning them. You also may consider referring them to the Counseling & Testing Center. Definitely bring any concerns up with your co-instructor.

AFTER EACH CLASS SESSION

- If your schedule permits, linger for a few minutes to talk with students.
- Tell your students when and where you are available outside of class.
- If you scheduled a guest presenter, write him/her a thank you note and ask your students to sign it.
- Respond to e-mail messages/texts/Facebook messages from students. Help your students find the information they need to answer their questions. Refer students to appropriate resources and professionals on campus.
- Respond to any reflections that are sent to the instructor AND you.

OUTSIDE OF CLASS
Say hello to your students when you see them on campus.
Make time for impromptu lunch gatherings or grabbing coffee or a coke.
Offer a campus tour the first week of class.
Be a positive role model for your students (academically and socially).

MISCELLANEOUS THINGS TO KEEP IN MIND

If a student is having personal problems that he/she has shared with you, refer him or her to the Counseling Center for an appointment and offer to walk the student there.
Plan a social event with the class (cookout; pot luck at instructor’s home or campus facility; football game; movie, etc.).
Consider planning a UK 101 class reunion at the end of the semester or during the spring semester.
Follow up with students by phoning, texting, or e-mailing them after the course ends.
Remember that the instructor has the final say if there is ever a disagreement on an issue.
Review your Facebook profile and make sure it is appropriate for a college instructor, mentor, and role model.
Remember that you are modeling professional behavior in the peer instructor role. Use appropriate language; be positive about the class and the instructor (even if the students are complaining to you); maintain confidentiality about what you might read in the student reflections; keep your instructor informed about any concerns you may have about a student; do not date or engage in inappropriate behavior with the students in your class. Finally, ENJOY the experience!
UK 101/201 Peer Instructor Training Outline

Spring Planning Meeting (before teaching in the Fall):

This planning meeting is for instructors and peer instructors together. Peer instructors are given the designated course materials. The following topics are addressed:

- The syllabus (student learning outcomes; core curriculum; attendance policy, etc.)
- The UK 101/201 website and resources posted there
- Facilitation skills and basic strategies for enhancing student interaction with the faculty as well as the peer instructor.
- Roles and responsibilities of instructors and peer instructors.
- Additional and optional trainings available.

Fall Peer Instructor Training (5-6 hour required training before classes begin):

Scheduled before classes begin in the fall, this five to six-hour training by the Dean of Students office staff is required for all peer instructors (new and returning). This training includes the following components:

- Team builders are incorporated to build community among peer instructors.
- The “logistics” of how to be a successful peer instructor are addressed, such as:
  - Class participation and attendance;
  - Professionalism;
  - The UK 101/201 website (how to log in, lesson plans, etc.);
  - The core curriculum and optional curriculum.
- Specific topics covered during breakout sessions/rotations during the training include:
  - Substance Education and Bystander Intervention;
  - Getting Involved on Campus;
  - Facilitating the Career Session;
  - Tips from and Q&A with the Peer Instructor Liaisons (returning peer instructors who are serving in a leadership role)
  - Classroom Management and Behavioral Issues
  - Facilitation Skills
  - Motivating Students to be Self-Directed Learners
# UK101 Roles & Responsibilities (Distribution of Effort)

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Instructor</th>
<th>Peer Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets weekly.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develops course syllabus and arranges guest speakers (use only a few).</td>
<td>X</td>
<td>Should have input</td>
</tr>
<tr>
<td>Requests Blackboard shell <em>(optional).</em></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Makes arrangements for technology as needed.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Prepares for class.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Makes copies of student handouts and brings them to designated classes.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sends emails to students about campus activities and involvement opportunities via Blackboard or listserv.</td>
<td>Remind PI to do this.</td>
<td>X</td>
</tr>
<tr>
<td>Attends class.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Highlights designated activities during announcements at beginning of class.</td>
<td>Remind PI to do this.</td>
<td>X</td>
</tr>
<tr>
<td>Creates and gives attendance questions or takes attendance.</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Enters attendance on spread sheet or in Blackboard after class.</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Facilitates class sessions.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Grades assignments (library quiz, APEX quiz, CRE paper or project, etc.)</td>
<td>X</td>
<td>Can provide input only; can respond to reflection entries</td>
</tr>
<tr>
<td>Enters grades on Blackboard or spreadsheet.</td>
<td>X</td>
<td>Not allowed</td>
</tr>
<tr>
<td>Assigns and enters mid-term and final grades.</td>
<td>X</td>
<td>Not allowed</td>
</tr>
<tr>
<td>Has final say on class issues and grades.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Maintains professionalism and confidentiality.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Meets one-on-one with students outside of class <em>(optional).</em></td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Utilizes social media <em>(optional).</em></td>
<td>?</td>
<td>?</td>
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