Learning Objectives

1. Gain insights into overcoming silos between peer leader programs.

2. Learn practical approaches to facilitate collaboration.

3. Review examples of joint accomplishments as a blueprint for coordinated work on other campuses.

Total enrollment

Undergraduates

0   10,000   20,000   30,000
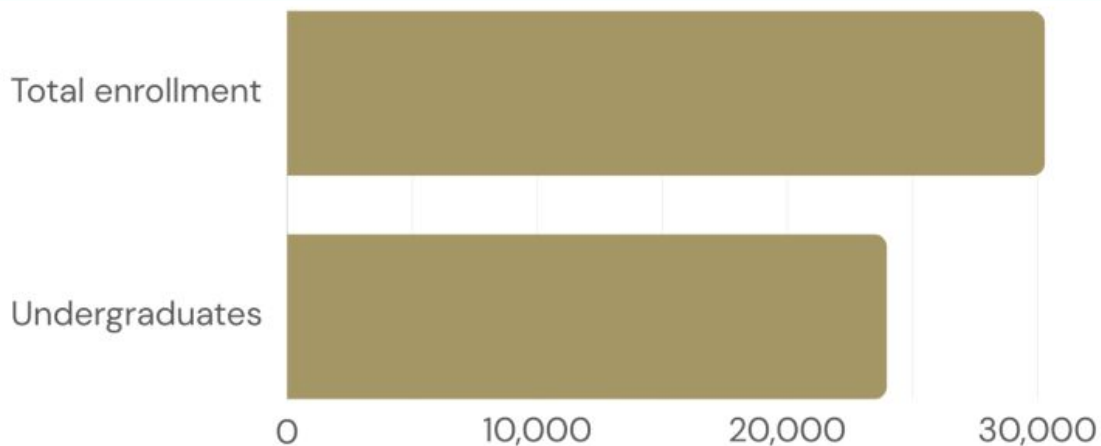
1946

Founded for veterans

44%
New Transfer Students

42%
First Generation

75%
Receive Financial Aid

41%
Receive Pell Grant

85%
First Year Retention

Introducing
Undergraduate Education

Academic Affairs
Undergraduate Education
Communication Consultants
Undeclared Advising Center
Undergraduate Research
First Year Curriculum
Academic Diversity
General Education
Disability Services
Athletic Advising
Transfer Center
Career Services
Learning Center
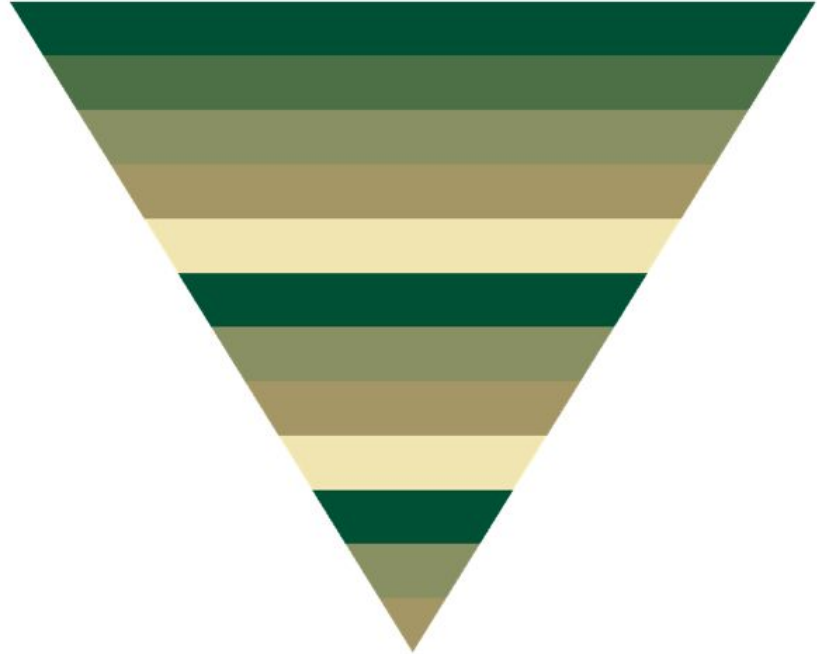
2017

Initial Collaborators

- Transfer Learning Community
- Academic Diversity
  - Student Council
  - Summer Bridge Mentoring
  - First Year Mentors
- Career Center Interns

- Learning Center
  - Tutoring
  - Peer Assisted Learning
  - Peer Mentoring
- Preceptors
- Writing Resources Center

Initial Collaborators

Peer Leader Action ~~Group~~

Network

Common Enemies

- Peer Leader Orientation
- Peer Leadership Structures
- Pay Structures and Funding
- Workshops and Training
- Recruitment Strategies
- Advertising and Marketing

Proposed Online Training Agenda

- FERPA

- Common First Amendment Issues

- Public Records

- Payroll

- Discrimination
- Title IX & Sexual Harassment
- Safety
- Cultural Awareness
- Communication Training

Peer Leader Training

Congratulations on your appointment! As a peer leader, you play an important role at the University and in the lives of your peers. To help prepare you for this role, this training introduces you to general information and policies relevant to being a peer leader at UNC Charlotte. Your program will provide you with additional and more specific training to help you be successful in your position. If you have any follow-up questions or concerns, please don't hesitate to contact your supervisor(s).

You are required to complete all of the short training modules listed below, and you must score 100% on each quiz to move onto the next module. Click on the first module (Web Time Entry for Timecards) to begin training and move through the list.

- [Web Time Entry for Timesheets (no quiz)](#)
- [FERPA and Confidentiality](#)
- [Discrimination and ADA](#)
- [Title IX](#)
- [Campus Safety](#)
- [Effective Peer to Peer Communication](#)
- [Cultural Awareness](#)
- [Referrals](#)
- [Self-Care and Wellness](#)
- [Final Reflection and Survey](#)

Your program tracks the completion of this training. If you do not complete this training, you may not be permitted to continue in your current position until you do so and you risk jeopardizing future employment opportunities.

FERPA and Confidentiality

The purpose of this training section is to:

1. Define FERPA
2. Identify what is covered by FERPA
3. Introduce the basic FERPA rules that peer leaders should know

STEP 1: WATCH THE VIDEO

STEP 2: TAKE THE QUIZ

Click "Next" on the lower right to proceed to the quiz.

Question 1

1 pts

All of the following are protected education records under FERPA except for:

Question 2

1 pts

Within the university, you can share student education records with other UNC Charlotte officials if:

Question 3

1 pts

In your role as a peer leader, you and a student are reviewing a paper together in the common area of the department for which you work. During a break, the student goes down the hall to grab a drink. At the same time, a faculty member from another department who you know comes in and asks you for the name and 800# of the student with whom you are working. All of the following are instances in which you could share this information with the faculty member except for:

Peer Leader Training Survey

- As a result of participating in this training, I acquired knowledge to help me effectively perform my peer leader responsibilities.

- What is your overall rating of the Peer Leader Training?

- This training covered the following topics.... Which topics, if any, would you like more information about? What kind of information would you like?

- How can this training be improved?

- What other trainings would be helpful to you as a peer leader?

Fall 2023 & Spring 2024 Results

- 96% agree or strongly agree the training helped them acquire knowledge to help them perform their responsibilities.

- 92% rated the training as a 4 or 5 (1-5 scale, poor to excellent).

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Peer Leader Reflection

- Explain in at least a few sentences how this online training influenced your understanding of what it means to be a peer leader.

- Describe at least two ways you will apply the information you learned from these modules to your work as a peer leader.

Q1: After completing the online training it became more apparent that being a peer leader means more than simply assisting peers for educational purposes. Being a peer leader requires effective and respectful communication skills, the ability to recognize and support others with their problems, and to be effective in handling various types of situations. This training has greatly expanded my understanding of what it means to be a peer leader, and how to be an effective and successful one at that.

Q1: I found it to be extremely helpful that the modules offered scenarios peer leaders could find themselves in while working at UNC Charlotte and solutions to navigate these scenarios. It provided good context for the type of role I will be performing on a regular basis and has given me an opportunity to think about the way in which I should communicate with peers who seek my help. It also drove home the point that peer leaders fulfill a distinct role of being one of the most accessible resources for students, which also helped frame the types of responsibilities one will need to be aware of.

Q2: I will apply this information by being more aware of my communication methods with others. A key facet of being an effective peer leader is to know how to properly engage with and communicate ideas and suggestions to those who come seeking help. Practicing active listening and being sensitive to a person's needs, directly or implied, is something that I will apply to my work as a peer leader. The other aspect to this, is using the information learned from these training modules on how to properly handle the diverse needs of students who attend UNC Charlotte. I will apply what I learned about referrals and suggesting resources as the one of the primary means to help students who may be struggling or unsure of what resources are available. I believe that this is crucial in understanding the responsibilities that peer leaders have and distinguishing the responsibilities of other staff and faculty.

Q2: After the completion of these modules, I will be sure to apply the information I learned into my work as a peer leader. The first of this information will be how to conduct effective communication when working with my peers. I want to ensure that I am actively listening as well as using proper verbal and nonverbal communication skills to allow my peers to feel as though they are getting the most out of our time together. I will also use the knowledge I gained regarding how to execute effective referrals during the times that I cannot personally meet the needs of my peers.

Feedback from Programs

- Reduced the time covering these topics in face to face training with more interaction and deeper dives

- Easy to check completion

- Appreciate consistency of information between programs

Next Priorities

- Develop collective identify/role as peer leaders & create a vision statement

- Discuss recruitment

- Pay structures and stipends

- Student coordinators

- Peer Leader celebration or award

Fast Forward

Peer Leader Mission Statement

Peer leaders contribute to student success at UNC Charlotte by promoting the intellectual, professional, and personal development of their peers through supportive learning environments and collaborative relationships. By educating and empowering their peers, peer leaders also develop their own communication, leadership, and problem solving competencies.

Peer Leader Programs

UGE
Office of Undergraduate Education

UTOP

Diversity and Inclusion Interns

Communication Across the Curriculum (CxC)

SOS Peer Mentoring

Peer Assisted Learning

SAFE

Peer Career Ambassador Program

Tutorial Services

Preceptor Program

Transfer Center

UNC CHARLOTTE

Peer leaders play an important role in many UGE units.

They contribute to student success at UNC Charlotte by promoting the intellectual, professional, and personal development of their peers through supportive learning environments and collaborative relationships. By educating and empowering their peers, peer leaders also develop their own communication, leadership, and problem solving competencies. On the reverse side, you can find a brief overview of the different roles peer leaders play in UGE.

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COMMUNICATION ACROSS THE CURRICULUM

Communication consultants support the development of students' communication competencies (written, oral, visual, professional) by consulting with peers one-on-one or in small groups, providing high quality feedback on communication assignments, and facilitating in-class communication activities. Consultants are assigned to a specific class and work directly with the students and faculty member throughout the semester.

PEER ASSISTED LEARNING (UCAE)

Peer Assisted Learning Leaders work for two separate but related programs: Embedded Tutoring and Supplemental Instruction. Both programs utilize peer leadership and group study to increase student success in historically challenging courses. Supplemental Instruction achieves this objective by providing support for all sections of a course through peer led external group study sessions that are tailored to the cadence of the semester. Embedded Tutoring adds faculty partnership and active learning facilitation to this model for a more comprehensive course support experience.

PEER CAREER AMBASSADOR PROGRAM (CAREER CENTER)

Peer Career Ambassadors (PCAs) offer quality professional development services to students and alumni of UNC Charlotte by providing assistance with resume and cover letter building, LinkedIn branding, and interview tips and strategies. They utilize innovative strategies and develop meaningful relationships with clients to create a fuller university experience for all.

TUTORIAL SERVICES (UCAE)

UCAE Peer Tutors promote student engagement by offering their expertise in course-specific academic support through appointment and drop-in tutoring. They are academic leaders in their disciplines who serve undergraduate students based on their needs and goals.

SOS PEER MENTORING (UCAE)

Students Obtaining Success (SOS) Peer Mentors support, empower, and enrich the educational experience of academically at-risk students through individualized mentoring relationships. Peer Mentors work to instill self-confidence, accountability, resiliency, and autonomy in their mentees and prepare them to independently manage their academic, career, and personal goal setting.

SAFE (OADI)

SAFE (Student Advising for Academic Excellence) Counselors assist with easing the transition from high school to college and help minimize academic, social, and economic challenges by encouraging students to actively utilize UNC Charlotte support services, peer to peer support, and secondary academic advising. Their goal is to help students successfully matriculate through their first year at UNC Charlotte.

PRECEPTOR PROGRAM

Preceptors provide academic and transitional support to students in primarily introductory-level courses. Preceptors assist faculty partners with classroom management and help to implement active learning strategies. They also support students by conducting one-on-one meetings, offering small group study and review sessions, modeling behavior that leads to strong academic performance, and serving as a bridge between students and faculty. Preceptors and faculty work together in individual sections of courses.

TRANSFER CENTER

Mentors Improving Niners through Engagement & Resources (MINERs) support the academic and transitional success of new transfer students by providing access to a network of peers and staff who can help them navigate academic, social, and professional engagement at UNC Charlotte. MINERs and staff work together with transfer students during their first semesters to ease transfer shock and their academic transitions to campus.

DIVERSITY AND INCLUSION UPIP INTERNS (OADI)

Diversity and Inclusion UPIP Interns utilize interactive activities, workshops, and conversation circles to engage their peers in meaningful dialogue around diversity, inclusion, and social justice concepts. These interns serve as diversity educators on campus, primarily in seminar courses, for student organizations, and in residence hall settings. They also provide support for the campus community by attending functions (i.e. receptions, student panels, assisting groups on campus) as requested.

UTOP (OADI)

University Transition Opportunities Program (UTOP) Mentors ease the transition of incoming freshmen by helping them find an adequate balance in personal relationships, build social skills, and develop positive academic habits. UTOP Mentors foster a sense of community among participants in classes, the residence hall, and co-curricular activities, and they work cooperatively with other mentors, UTOP Student Coordinators, and professional staff to provide social and educational activities.

Advocacy

- Campus Employment Fair

- Raising the campus minimum wage

- Raising the starting wage for our programs

- Implementing a raise structure

- Guiding principles and best practices

- Improved orientation and professional development

- Problem solving during COVID

PEER-TO-PEER LEARNING PLAYS AN IMPORTANT ROLE IN STUDENT SUCCESS

All students benefit from peer-to-peer learning environments that complement the traditional teacher-led classroom. In peer-to-peer learning, peer leaders foster collaborative relationships with other students to support their intellectual, professional, and personal development. At the same time, peer leaders develop their own communication, leadership, and problem-solving skills.

UNC Charlotte supports a wide range of peer leader programs, and the Peer Leader Action Group supports these programs with guiding principles, best practices, and collaborative efforts.

Guiding Principles for Peer Programs and Centers	+

Best Practices	+

References

Agee, K., & Hodges, R. (Eds.). (2012) *Handbook for training peer tutors and mentors*. Mason, OH: College Reading and Learning Association.

Smith, T. S. (Ed.). (2012). *Undergraduate curricular peer mentoring programs: Perspectives on innovation by faculty, staff, and students*. Plymouth, United Kingdom: Lexington Books. Retrieved from https://ebookcentral.proquest.com

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Advocacy

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Success Strategies

- Start with your friends and your champions

- Keep it grassroots

- Participation is optional

- Limit the work and limit the meetings

- Bylaws

Current Members

Current Projects

- Recruiting for:
  - NC Peer Educator Conference
  - ACTP Conference
  - UPenn Resiliency Program
- Updating the PLAG website
- Update HR onboarding for student employees
- Social and Service events
- Advocating for peer leaders to be included in strategic planning

Read More

Bastian, Heather. "Writing Across the Co-Curriculum."

The WAC Journal, vol. 31, no. 1, 2020, pp. 66–83,

https://doi.org/10.37514/WAC-J.2020.31.1.03.

uge.charlotte.edu/facultystaff-hub/peer-peer-learning/

Guiding Principles

- Peers can play an important and complementary role in supporting student learning and development
- Peer collaboration is an effective and active mode of learning that combines academic, emotional, and social support.

- Peer leaders primarily act as facilitators and guides rather than supervisors or evaluators.
- Peer leaders need initial and ongoing training, professional development, and supervision provided by a program, center, faculty, or staff.

Best Practices

- Identify a point person or administrator of the program or center.

- Develop clear mission and vision statements.

- Establish clear expectations, responsibilities, and boundaries for peer leaders.

- Provide initial and ongoing supervision, training, and professional development for peer leaders.

- Develop a handbook or resource guide for peer leaders.

- Maintain regular contact between peer leaders and those with whom they work.

- Assess the program or center with a 360° approach.

- Compensate peer leaders for their labor.

Thank you!

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