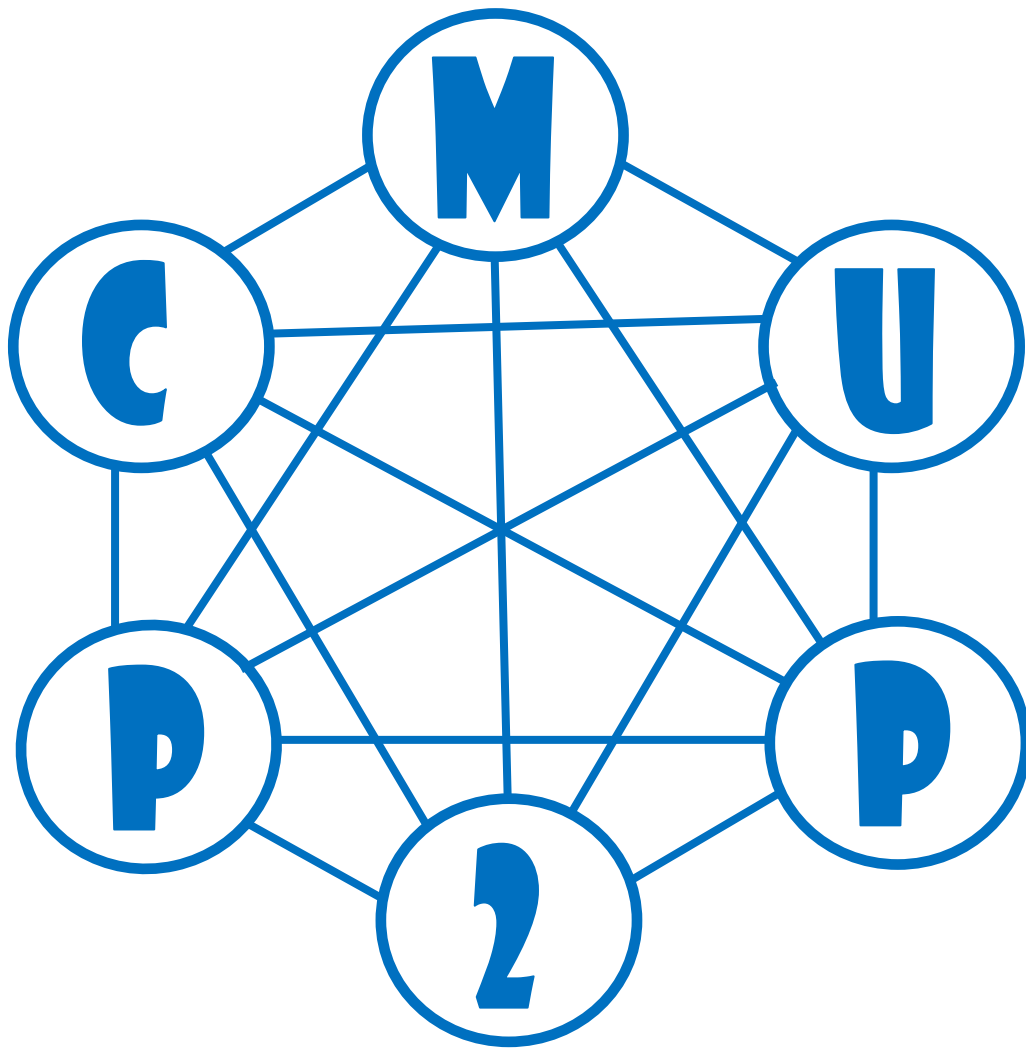


# Peer-to-Peer Leadership Institute



## Handbook

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# **Peer-to-Peer Leadership Institute**

## ***Mission***

Central Methodist University (CMU) and its faculty recognize the unique and significant contributions that Peer-to-Peer leaders make to our learning and social community. This institute has been designed to support student leaders who make a difference on the CMU campus as they and their peers master academic content and as they support the mission of CMU.

## ***What is a Peer- to- Peer Leader?***

A CMU student who works with his or her peers to help them develop strategies to master course content, skills necessary for a specific discipline, study strategies, and critical thinking skills.

## ***Qualifications***

- Independent
- Proactive (a self-starter)
- Reliable, dependable
- Strong communicator

## **What You Need To Know?**

As a Peer-to-Peer Leader, you must strive to attain certain standards and expectations. You are expected to conduct yourself in a professional and business like manner. We hope that the following information will provide a guide to a positive work experience.

## ***Working Hours***

- As with any job, you are expected to report for your scheduled times.
- Your class schedule will dictate your work schedule per week.
- It is crucial that you work your regularly scheduled time.
- If you are unable to work your scheduled time, you must notify the supervisor by e-mail or phone prior to your scheduled time so arrangements can be made for the work assigned to you.
- If tutors need to rearrange their tutor time to form a study group for an upcoming exam in the subject they are tutoring, they must make sure the information is posted on the board in the Center for Learning and Teaching ahead of time. Tutors need to also e-mail Teresa Argent ([targent@centralmethodist.edu](mailto:targent@centralmethodist.edu)) as well.

## ***Payroll Procedures***

- Student Employment Agreement Sheet must be filled out the first week of each semester unless you were hired by your department for the full year.
- You will not be permitted to work until this form is completed and approved by the Office of Financial Assistance.

- Timesheets serve as a record of your earnings.
- Tutors will be required to have their student ID card to clock in and out for each shift using a computer program.
- Library fellows will use a manual time clock and white printed time cards.
- All other assistants will use a yellow printed time sheet. Record the time you arrive as well as the time you leave in the appropriate slot for that day. Do not wait until the end of the month to try to remember the hours you worked during the month.
- At the end of each month, you and your supervisor must sign your time sheet. Tutors and library assistants turn in signed time sheets to your supervisors. All other assistants must turn in their signed time sheets into Debbie Nation in the payroll office.
- You must turn in your time sheets on the last day of the month. You can pick up your pay checks on the 10<sup>th</sup> of the month.

### ***Lunches and Breaks***

- Most work hours are in small blocks and do not require a break. However, if you need a few moments to take care of something, please let your supervisor know.
- If you work hours are during lunch, you may bring food if approved by your supervisor, but please remember that you are here to work and being paid for each hour.

### ***Professionalism***

It is very important to maintain a professional manner when working in your department. Therefore, be aware of the image you are projecting. Although it is interesting to hear about dates, parties, and other activities, these events may not be appropriate conversation material for a work setting. Please be aware of the things you are saying and their appropriateness for the work environment.

You should discuss the personal telephone policy with your supervisor. As with any professional organization, personal calls are discouraged while you are working. Please try to minimize incoming personal calls and make sure that your cell phone is turned off or on mute. Supervisors realize that emergencies occur and make exceptions in such cases.

### ***Ethical Responsibility***

As a work study employee, you are expected to operate in an ethical manner. If you witness anything that you perceive as unethical, you are encouraged to speak with the individual involved and/or your supervisor. We want your work environment to be a safe place for you and everyone else. Maintaining high ethical standards is an important part of a safe environment. The confidentiality of situations must always be respected. If you have any questions about what is considered confidential, please check with your supervisor.

## ***Dress***

You should consider what you wear and your work environment. Clothing can be casual and relaxed much like the attire you would wear to classes. Some supervisors will not have any other guidelines on dress, as long as you look presentable. Other supervisors may have stricter guidelines for safety purposes. Before you begin work, you should go over the dress code with your supervisor.

## ***Computer Use***

Please understand that the University departments have computers available in for specific uses. Please do not use the computers for your own personal use during your regularly scheduled work time without permission from your supervisor. Other students' needs should be met first.

# **Lab Assistants**

## ***Introduction***

The Division of Science, Mathematics, and Computer Science employs students in a variety of positions. While instructors teach these laboratories, student assistants are an invaluable part of the "teaching team." Student assistants provide many useful functions in the laboratory that include instructional assistance, maintenance of the laboratory environment and equipment, and a front line for safety. Being a lab assistant has important benefits:

- Receiving work study funds for your efforts.
- Strengthening your own knowledge and skills in the area in which you are working.
- Practicing leadership skills for which you can be recognized in future recommendations for graduate/professional school or full-time employment.

## ***General Job Duties:***

Each laboratory assistant has been asked to work in a particular lab because of his or her intellectual abilities as well as his or her personality and character. If you follow the "3 Bes," you will be an excellent lab assistant:

**BE PROACTIVE  
BE PREPARED  
BE PROFESSIONAL**

## ***Laboratory assistants are expected to:***

- Be proactive self-starters. Be aware of students in the lab. Move about the lab and look for opportunities to help students. Don't wait for them to come to you, but do not do the work for them. Consult the instructor if you have questions.

- Arrive at the lab early. Consult with the course instructor as to the time you are to come to lab. Help the instructor ensure that equipment and/or other materials are prepared and in good working order.
- Come to lab prepared. It is important that you are familiar with the materials and exercises being covered in the laboratory section so that you can be prepared to assist as much as possible. Anticipate student questions. You have taken the course and know the potential pitfalls within the lab exercises.
- Be watchful for potential dangerous situations or practices. Help insure that students are correctly handling equipment and materials. Calmly intervene when students are engaging in inappropriate, dangerous, or hazardous activities. Alert your instructor immediately if there are problems.
- Know the location and operation of all safety equipment and first aid supplies including fire extinguishers, eye wash stations, and safety showers.
- Wear the appropriate safety apparel/equipment at all times, and set a positive example for the students.
- Be available to the laboratory instructor to run errands, grade papers, or perform other tasks during the lab session.
- Focus on your duties at hand rather than on homework or other personal material unless given permission by the instructor. Again, we want you to be a proactive, self-starter in regards to student and laboratory needs.
- Dress appropriately. You should always look professional. You should follow the same dress code rules as outlined for the students in the lab.
- Maintain a positive and encouraging attitude with students in the lab. Do not verbally or otherwise abuse students.
- Do not leave the lab for an extended period of time (> 5 minutes) without permission from the instructor.
- Help clean and prepare for the next lab section.
- Determine a checklist with your instructor of items that should be routinely checked before, during, and after lab.

Keep in mind that individual instructors have some additional expectations of their assistants. While all of the duties described above apply, you may have some specific duties unique to you in the assigned laboratory. Always check with the course instructor to determine his or her specific expectations.

### ***Time Sheets:***

It is important that you keep track of all of the time that you work in the lab and record it on your time sheet. It is also important that you turn in your time sheet **EVERY MONTH and that you completely fill out the form with the total hours worked.** It is good practice to take your time sheet to the Science Office and give it to Justan Blair, the

division's administrative assistant, on the **1<sup>st</sup> day of each month**. He can turn the sheets to the business office for you. It is your responsibility to sign the time sheet, get your supervisor's signature, and turn in the sheet on time. **Absence signatures and information may result in a significant delay in being paid. Lastly, DO NOT work more than your allotted hours.**

## **Library Fellows**

### ***Responsibilities***

- Manage the circulation desk, making sure there is someone there at all times.
- Respond to patron inquiries with a positive and helpful attitude.
- Oversee the closing (and opening, if working weekends) of the library.
- Be familiar with library resources and equipment to help patrons with basic reference and directional questions.
- Pay attention to activity within the library, responding to problems as they arise and maintaining a quality study environment. Report any issues, preferably in writing, to the Library Director.
- Supervise other student library assistants, ensuring that they stay on task.
- All library student workers are allowed to work on homework or use the computers at the desk (or in the nearby vicinity if more than one student is working). Students on the clock should stay at the desk unless they are helping a patron or taking a restroom or dinner/lunch break.
- Please remember that your first responsibility is working, not studying.
- Please be respectful of patrons and private patron information. Never tell anyone other than the patron any personal information, including books checked out, fine information, personal details, etc, even to a faculty member. Anyone requesting this information should speak to the Library Director.
- Library fellows are expected to take a leadership role when dealing with other students or any problems that might arise in the library.
- If a library fellow cannot work as scheduled, he or she is responsible for finding a replacement or making arrangements with the Work Study Coordinator.

## **Museum Assistants**

### ***Responsibilities***

- Greet all visitors and have them sign the guest book.
- Ask the visitors if they would like assistance as they visit the museum, and if they do, answer their questions.
- If the visitors do not want assistance, check on the visitors' progress in their self-guided tour. Make sure the visitors are not removing or damaging any of the displays.
- Weekly Windex the glass cases that have picked up hand and fingerprints.
- Weekly sweep the floor if maintenance doesn't make it to the museum to clean, which is often the case.

- As visitors leave the museum, ask if the visitors would like to make a contribution to the museum and point out the contribution box.

## **Tutors**

### ***What does a tutor do?***

- Assist CMU students in courses you have completed and in which you have excelled.
- Help students understand and learn new material and skills.
- Relate to the tutee at his or her level.

### ***Why be a tutor?***

- Reinforces what you have already learned
- Helps you achieve a sense of maturity
- Builds your self-confidence
- Allows you to be a role model by helping students
- Develops study skills
- Develops habits of an active learner

### ***Scheduled working time***

- You are required to be in The Center for Learning & Teaching (CLT) or the assigned area during your schedule work time.
- Don't assume that if no one comes, you will take the night off. You never know when a student will show up needing your assistance. Bring homework to complete if no one shows up.
- If you know that you will need to miss a scheduled work time, you must notify the CLT before that day so that we may post an announcement at the door to let students know you are not going to be here.
- If you are tutoring in a different room, please still notify us. It will be your responsibility to post a note if you are unable to be there.
- All tutoring takes place in the CLT unless otherwise arranged with the CLT staff.

### ***Dos and Don'ts in Tutoring***

- Ask questions. Don't just assume you know why the student is there.
- If you are unsure of an assignment, contact the professor.
- Don't give tutees the answer to a problem or just make the corrections; help them work it out and understand where they made their mistake.
- Be positive. Talking negatively about the class or professor will only discourage the student.
- If your friend comes in for tutoring, spend the time tutoring. You can always chat later.

### ***Study Groups for Tests***

- Before planning a new study group, check with the professor for scheduled test dates, possible study guides, and practice tests.
- Set a time and let the CLT office know. Ask the professor to post the time in the classroom.
- Come prepared by reviewing the material. Ask the professor about any ideas that are not quite clear.
- Encourage students who have been coming for tutoring to join the study group. Ask them to bring 5 questions that they anticipate will be on the test.

### ***Special Instructions for Math Tutors***

- Ask the student to review the concepts in the section.
- Ask the student to read the directions and problem.
- Brainstorm the tools, concepts, and formulas that might be applicable to the problem. Let the student take the lead whenever possible.
- Ask the student to look for similar problems in his or her notes or in the textbook.
- Let the student try. He or she may make errors, but sometimes trial and error is the best way to learn.
- If the student is still lost, model the problem by selecting a similar problem to work.
- Encourage the student to talk aloud and listen to his or her reasoning as he or she is working the problem.
- Be patient. Give the student time to process the information. Impatience will heighten the student's anxiety and sense of inferiority in his or her math skills.
- Encourage group work. Often other students can explain the problem in a way that the student better understands. However, do not let one student monopolize the discussion.
- Avoid doing the homework for the student.

### ***Special Instructions for Writing Tutors***

- Ask the author to read the paper aloud. If he or she is uncomfortable with reading aloud, you may read the paper aloud.
- When the essay has been read, ask the following questions:
  - What do you like best about your essay?
  - What do you think needs to be revised in the essay?
  - Where is the thesis?
  - Do the body paragraphs support the thesis? (The author may need to create an informal outline to answer this question.)
  - Does the essay meet the requirements of the assignment? (You may need to review the instructor's assignment sheet to answer this question.)
- If the answers to the previous questions indicate a problem with the thesis and support of the thesis, develop a plan with the author to fix the problem(s).

- If the answers to the previous questions indicate that the essay has a strong thesis and support for the thesis, review organization.
  - How are the ideas held together?
  - Does the essay have strong cohesive devices (transitions)?
  - Is the order of discussion appropriate?
  - Is the pattern of organization helpful to the reader?
  - Now review details and examples.
  - Does the essay have specific detail and examples?
  - Are the examples well developed?
  - Are the words strong and effective?
  - Does the author avoid slang, cliché, and colloquialisms in his or her writing?
- Finally discuss grammatical concerns.
- Notice that this process begins with content and moves to sentence-level concerns. A writer may have few grammatical errors in the final draft, but the essay may still not be acceptable because of weak content.
- As you review a written assignment, guide the author. Let him or her retain control of the essay, for he or she is responsible for the final essay. Try to let the marks on the paper be the author's comments whenever possible. Have the author underline the thesis and circle the topic sentences. Let him or her write comments in the margin. This method is time-consuming as the author wants the tutor to be in charge, but be patient and insistent. The author will learn more if he or she is doing the work.

## Contact Information

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