

**Student Application  
LSIC Peer Mentor Program**

Name: \_\_\_\_\_

Major: \_\_\_\_\_ GPA: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

I would like to mentor in the following LSIC: \_\_\_\_\_

**Please complete the following questions:**

1. What co-curricular activities you would be interested in coordinating for this course?
  
  
  
  
  
  
  
  
  
  
2. What student life issues do you believe are important to discuss with your LSIC students?
  
  
  
  
  
  
  
  
  
  
3. Have you had any relevant experiences that will help you in this role?

**I understand that by committing to serve as a LSIC mentor, I am agreeing to:**

1. attend LSIC class meetings
2. participate in and lead out-of class activities
3. advise colloquium students on the issues relevant to the college experience
4. attend meetings scheduled by the program coordinator
5. fulfill the expectations of my LSIC instructor

**By agreeing to and fulfilling these expectations, I understand that I will receive 2 semester credit hours for *IST 372: LSIC Peer Mentoring Experience* and a \$350 stipend.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Before submitting this application, please read pg. 2 and keep it for your records.**

Return this application to Calley Stevens Taylor in the  
Advising & Learning Support Center, LH 107.  
**Fall 2007 applications should be submitted by April 6, 2007.**

### **Expectations of LSIC Peer Mentors:**

- **Set up a method of regular communication with your LSIC instructor.** You can meet with them for a few minutes before each class, set up longer weekly meetings, email regularly regarding your communications with students outside of class.
- **Set up a method of regular communication with your mentees.** Email them weekly with a schedule of campus events, hold “office hours” in your dorm room or other on-campus location, trade phone numbers with the ones who seem to be struggling.
- **Support the academic component to your LSIC course.** Keep up with the readings for class. Offer to “teach” a couple classes based on your area of interest within the topic. Organize study sessions or peer-review sessions before assignments are due, set up extra-curricular activities that relate to the academic topic. **DO NOT be a “teaching assistant” and only keep the class administrative records.**
- **Encourage extra-curricular participation from your mentees.** Have them over to your apartment for pizza, invite them to join you at on-campus events. Organize a trip to a festival downtown, bring them with you to cultural events, or meet them for a movie. **These activities do not need to be directly related to the academic topic of your LSIC course.**
- **Be aware of your expectations and communicate them clearly with your LSIC instructor.** If you want to work on your presentation skills, ask to set up some in-class presentations. If you want to get to know the students better outside of class, suggest related extra-curricular activities. If you feel you’re not meeting your goals, tell your instructor! LSIC instructors want this to be a positive experience for you as well as for the students in your class!
- **Strive to further the knowledge you can pass down to your mentees.** If a student asks you a question and you don’t know the answer, find out! When you hear about something new—on campus or within the community—don’t discount it just because it doesn’t pertain to you. Ask yourself if it’s something your mentees would be interested in.
- **Communicate occasionally with the Program Coordinator.** Stop by every once and a while and let me know how things are going and what challenges you’re facing. I want to know both your concerns and your successes.
- **Model appropriate and professional behavior.** Being a mentor, no matter to whom, puts you “in a fishbowl”. Your students will be watching you carefully, and you need to be careful about what say and do and when. Especially while on-campus, be aware of who is around you before you act, and what you wear to class.

### **Compensation:**

- \$350 stipend, paid at the end of the semester.
- 2 hours of S/U academic course credit. Copy of the Freshman Summer Reading Book.
- Ability to “check out” course textbooks from the Program Coordinator for the semester.
- Excellent leadership development and transferable skills.
- Develop a close relationship with a faculty member, who can easily become *your* mentor.