Building Cross-Campus Partnerships through Peer Education

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First Year Experience and Learning Communities

- Office of the Provost: Undergraduate Affairs
- Learning Community Peer Leader Program
- 130-150 Undergraduate Student Staff
- 3,580 first-year students are enrolled in a Learning Community
- Partnered with academic units to include 95 different courses (using 442 class sections) taught by 9 colleges, and 195 different course instructors
Learning Assistance Center

- Division of Student Affairs
- SI, AWC, Peer Tutoring, MASS Center, Academic Coaching, FYE Initiatives
- 217 Student Staff
- 17AY-6,057 unique students and 64,000 hours of services
Peer Education

- Definition: Peer educators are undergraduate student leaders who are specially selected and trained to hold positions with specific responsibility to facilitate meaningful learning through discussion, instruction, and/or mentorship to their peers, individually or as part of a group.
- Process and pedagogy that deploys students to assist in the delivery of teaching and mentorship to each other (Collier, 2015; Ender & Newton, 2000)
- Highly effective, cost-efficient
- Benefits for Peer Educators
  - Improved communication skills; personal growth, increased self-awareness (Collier, 2015)
  - Improved academic performance (Dundes & Marx, 2007)
What is PEN?

- Created in Fall 2015
- Align with UC’s College Completion Plan: Develop a collaborative peer education initiative
- Purpose
  - Articulate a vision for PE at UC
  - Integrate PE into curricular, co-curricular, and experiential learning structures
  - Institute high-quality standards
  - Share best practices
  - Generate efficiencies
  - Seek external recognition and resources
PEN Steering Committee

- First Year Experience and Learning Communities
- Learning Assistance Center
- New Student Orientation
- Resident Education and Development
- Student Wellness Center
- Lindner College of Business Mentors (PACE Leaders)
Become A Peer Educator

Peer educators at UC are undergraduate student leaders who are specially selected and trained to hold positions with specific responsibility to facilitate meaningful learning through discussion, instruction, and/or mentorship to their peers, individually or as part of a group.
Resources

- Developing a website
  http://www.uc.edu/pen.html
- How to Guide
- Lunch and Learns
Coordination Efforts

• Human Resources
• University Required Trainings
  – FERPA
  – Title IX
  – Clery
  – SafeZone
• What logistical obstacles do you face at your institution?
Peer Education Modules

- Reduce duplication of training among the offices for shared students or students who change positions
- Standardization of material for all PEs
- Reduce staff time needed for training
Peer Education Modules

- Developed with Center for Excellence in e-Learning
- Follow accessibility guidelines
- 2-3 months from creation of learning outcomes to beta testing
- Developing curriculum so students can become certified
Peer Education Modules

• FERPA
• Referral Information & Skills
• Student Identity Development
• Diversity and Cultural Competency (RAPP)
• Conflict Management (Ombuds Office)
• Group Facilitation Skills (LAC)
• Leadership (SALD & FYE)
• Self-Care (Student Wellness Center)
• Safe Zone Ally Training (LGBTQ Center)
• Title IX/Clery*
Welcome

Welcome to the Peer Education Blackboard training page. We are excited that you are a part of the team and we look forward to working together to make a positive impact in the lives of UC students.

As a part of your employment, you are required to complete one or more training modules that will prepare you for working at UC. This Blackboard community contains all training content and assessments that are available for Peer Educators. Before beginning, be sure to contact your supervisor to confirm the training modules that you are required to complete. You are required to complete only those modules that have been assigned by your supervisor.

To begin:

1. Select the appropriate training module located in the menu on left side of the screen.
2. Select the link to that module's content.
3. Once you have completed the module content, you may begin the module assessment by selecting the module assessment link.
   - You may take as much or as little time with the content as you like, however, you must complete the assessment with a score of 80% or greater to receive credit
   - You have two tries to complete the assessment with the required score.
   - Failing to complete the assessment with the required score could negatively impact your employment as a Peer Educator.

Please contact your supervisor if you have any questions regarding the content. Refer to the help section on the left side of this screen if you experience any technical issues. 24/7 help is provided by UC Support Services.
Introduction to FERPA

What is FERPA? How does it affect your everyday life? By the time you are finished exploring this content you will be able to:

1. FERPA Overview
2. Information Protected Under FERPA
3. FERPA Best Practices

Why is FERPA Important to You?

Home Page
Hassah, Residence Advisor

“Hi. I am a Peer Educator, just like you. I work as a Resident Advisor. While you may not interact with student grades or records in your position, you might be surprised to learn what falls underneath FERPA, and to whom you can disclose information. For instance, I once had a student's brother stop in at the residence hall desk looking for his sister. When she wasn’t there, he asked if we could look up what class she was in so that they could drop off some papers. I asked my supervisor to try and be helpful, but he explained that we could not provide that information without consent from the student. I was surprised that I had almost violated FERPA, and you might be surprised by a few of the details you'll learn in this chapter as well.”

What is FERPA? How does it affect your everyday life? By the time you are finished exploring this content you will be able to:

MORE...
As a student, your personally identifiable information and educational records are covered under FERPA. If you would like, take a moment to write down some of the possible outcomes if your information fell into the wrong hands.
A student comes into your office and is visibly upset that her address is available through the university directory. She describes a legal situation that makes having the information public undesirable. How do you respond?

- Remove the information from Catalyst.
- Explain that directory information is publicly available and that there is nothing you can do.
- Ask for proof of the current legal situation and then alter the record.
- Inform your supervisor and request guidance.
Academic Transcription

• Goal to recognize Peer Educator experience as a form of experiential learning
• Provide a way to incorporate peer educator experiences into the academic transcript
• Establish a consistent criteria set for university-recognized peer education experiences
Student Recognition

• Peer Educator of the Month
• Homecoming Tailgate Event

Peer Education Network: Student Spotlight

Kaylin Rankins

Student Orientation Leader

Sophomore in College of Arts & Sciences

Major: Exploratory

Kaylin Rankins is from Cincinnati, OH. In May of 2016, she graduated from Aiken High School as Valedictorian with a 4.7 GPA. She blazes the trail as a first generation college student and is a Gen-1 Ambassador for UC’s Gen-1 Theme House Program. During her first year at UC, she graduated from the Transitions Program through the African American Cultural Resource Center. Kaylin maintains a 3.5 GPA.

Reason for Selection: Kaylin exemplifies what it is to be a Bearcat. Hardworking, dedicated, passionate, and always willing to lend assistance to all around her. As a Student Orientation Leader (SOL) she helped welcome over 5500 new Bearcats.
Future Plans

• Peer Educator Alumni Outreach
• Campus-wide assessment project
• Graduation recognition and awards
• Continuous outreach
Challenges

• Modules
  – Cost
  – Delays
  – Content changes and accessibility

• Broadening group beyond steering committee
  – Focus on outreach across campus
  – Increasing awareness of PEN

• Loss of PEN Coordinator
Gaining buy-in for a PEN

- Funding for initiatives
- Administrative support
- Policies
- Best practices
- Standardization
- Efficient use of staff time and resources
Developing your own PEN

• Who would be on your steering committee?
• What other offices would you need to partner with? (ie. CEeL)
• What would be your first major initiative?
PEN Contact Information for Consultation

pen@uc.edu

http://www.uc.edu/pen.html