

**WESTERN NEW ENGLAND UNIVERSITY**  
**PEER ADVISOR PROGRAM**  
**Position Guide**

**Primary Role/Expectations**

1. Assume mentoring responsibility for an assigned group of first year students.
2. Actively respond to the informational needs, psychosocial needs, and adjustment challenges of assigned advisees. Regularly, with a minimum number of four face to face interactions in the fall and three in the spring semester, not including Transitions meetings.
3. Initiate contact with new students prior to arrival on campus so as to demonstrate a "commitment to care".
4. Maintain regular and timely contact with assigned advisees throughout the advisee's first year with an emphasis on personal concern.
5. Serve as an accessible and approachable source of information for new students.
6. Implement fall and spring Transitions programs as directed.
7. Support the First Year Program in all of its dimensions including attendance at relevant programs. Help as needed, at Undergraduate Admission Open House programs.
8. Maintain a cumulative and semester grade point average of at least 2.5.
9. Attend all training sessions, including spring, summer and winter training.
10. Arrive back to campus early for Spring 2020 semester (**2-3 days in advance**) to attend winter training and participate in Spring New Student Orientation.
11. Complete journal entries (known as 'weeklies') biweekly throughout the academic year.
12. Attend "In Service" training sessions throughout the fall and spring semesters.
13. Check the PA Kodiak classroom regularly for updates and information.
14. Initiate partnerships with faculty advisors. It is expected that each PA will initiate self-introductions within the first week of class. It is expected that the PA will regularly consult about shared advisees on matters involving academic progress, new student survey, College Student Inventory, and course registration.

**Advisee Outreach**

15. Initiate outreach in response to academic and social integration needs, including but not limited to matters related to academic engagement and social involvement.
16. Confer with each advisee to provide a guide for interpreting the College Student Inventory.

17. Coach each advisee in consideration of on campus employment opportunity, specifically for work study students.
18. Assist each freshman advisee in preparation of a personal success plan (PSP) for the first semester of enrollment and revisit progress on a regular and timely basis.
19. Utilize the PSP document as the basis for evaluating personal progress at regular and timely intervals during the course of the semester. Revisit the PSP of each advisee at the onset of the Spring semester so as to identify sources of pride and areas of reconsideration.
20. Meet with Assistant Director for First Year Student Success regularly throughout the semester to review the PSP of each advisee, to monitor progress, to develop outreach strategies and expectations.
21. Prepare and send notes of congratulations in recognition of achievement and effort. Similarly, a note of encouragement during stressful periods is appropriate as is a note of condolence if death should occur among family or friends. Each advisee's birthday should be remembered by way of personal best wishes.
22. Take a proactive approach to encouraging advisee involvement by responding to advisee co-curricular interests and invitation to participate in clubs and/or in campus events. Recommend participants for emerging leader program, freshman council and other related outlets for involvement.
23. Recommend participants for emerging leader program, freshman council and other related outlets for student involvement.
24. Serve as resource for parent/family members of advisees, while maintaining the integrity of the PA-advisee relationship.

### **Campus Leadership Roles**

25. Collaborate with other care agents toward integrating opportunities for student adjustment and/or monitoring conflict resolution.
26. Demonstrate by example and behavior an appreciation for interpersonal, cultural, social, sexual preferences, and religious differences. Participate in social issues programming held on the campus and encourage others to do the same.
27. Participate in major university-wide celebrations. Model participation in the academic community by attending those events designed to foster scholarly endeavor.
28. Serve to provide feedback and comment on the quality of student life and the educational experience.