

# Roles of FLC Faculty and Peer Mentors

Responsibility	Faculty	Both	Peer Mentors
<b>Meaningful integration of GE and transitional content</b>	Design and deliver GE and meaningfully integrated transitional content.	Work together before and throughout each semester to identify and deliver meaningfully integrated GE and transitional content.  Identify the rare instances in which the PM will lead lessons on sensitive topics without the presence of the faculty.	Gain basic familiarity with GE content in order to collaborate with faculty on meaningfully integrating transitional content.  Keep faculty informed of transitional topics salient to students and transitional content gained from weekly trainings and provided lesson plans.
<b>Working relationship, communication, and expectations</b>	Establish professional relationship and expectations with PM.  Support and encourage the leadership development of PM.  Seek PM's opinion when working with students or on lessons.	Complete faculty agreement form to clearly and directly communicate with each other about expectations.  Hold regular faculty and PM meetings (weekly recommended) to check in about class/students.	Bridge the gap between faculty & students by clarifying faculty expectations to students and providing student feedback to faculty.
<b>Planning and meeting</b>	Fold in PM when developing syllabus prior to the start of each semester.  Incorporate PM presentation dates, PM/student 1:1s, and any other relevant transitions assignments into course planning.  Create and manage Canvas page.	Establish clear expectations of when the PM is taking a student role, a presenter role, or a facilitator role in both the delivery of GE and transitional content, then share this with the students and/or include on the syllabus.	Assist students with assignments that integrate transitional content by clarifying expectations, providing input, and offering logistical support
<b>Student support</b>	Hold 1:1s with students (optional), otherwise require student/PM 1:1s.	Identify student academic, social, or emotional concerns, determine who is best to offer support, and ensure student access to campus resources.	Hold 1:1s with students.  Check in with students who demonstrate unusual behavior, such as missing class, disengaging in class, etc.
<b>Classroom environment</b>	Enforce class policies.	Set community norms/group agreement at beginning of each semester to create/maintain an inclusive class space.  Pay attention to the environment of the classroom and nature of discussions w/ faculty having responsibility of stepping in when necessary.	Role model good student behavior.  Take attendance, if asked.
<b>Evaluations</b>	Complete all grading and grade entry.  Observe all PM lesson plans, presentations, and facilitations then provide feedback.  Complete performance evaluations of PM.	<i>Extend grace for mistakes and remember that PMs are students and faculty are humans, too!</i>	Complete non-qualitative "grading" (e.g. assignment complete or not complete).