**Roles of SYE Faculty and Peer Facilitators**

| **Responsibility** | **Faculty** | **Both** | **Peer Facilitators** |
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| **Meaningful integration of transitional content** | Design and deliver course and meaningfully integrated transitional content. | Introduce students to campus resources.  Work together before and throughout the semester to deliver course and meaningfully integrated transitional content.  Identify instances in which the Peer Facilitator will lead lessons on topics without the presence of faculty. | Be familiar with course content in order to meaningfully integrate transitional content.  Keep faculty informed of transitional topics salient to students and transitional content grained from weekly training and provided lesson plans.  Be knowledgeable about and encourage students to utilize campus support services including but not limited to the Library, the HUB, student clubs and organizations, CAPS, the Student Health Center, and the Career Center. |
| **Working relationship, communication, and expectations** | Establish professional relationship and expectations with Peer Facilitator.  Support and encourage the leadership development of the Peer Facilitator.  Seek Peer Facilitator’s opinion when developing lessons and working with students. | Hold regular faculty and Peer Facilitator meetings to check in about the class and students. | Bridge the gap between faculty and students by clarifying faculty expectations to students and providing student feedback to faculty. |
| **Planning and meeting** | Bring Peer Facilitator (as available) to course planning meetings during the semester.  Incorporate Peer Facilitator presentation dates, Peer Facilitator / student 1:1s, and any other relevant transition assignments into course planning.  Create and manage course materials (assignment prompts, syllabus, Canvas page). | Work together as a teaching team. | Attend course planning meetings.  Assist with the course content development.  Create structured opportunities for students to get to know one another and build community. |
| **Student support** | Hold office hours for students.  Require students meet 1:1 with the Peer Facilitator. | Coordinate out-of-class activities and communications. | Assist with out-of-class activities, assignments, and communications.  Keep in contact with students.  Be available to help students practice good academic skills.  Provide opportunities for one-on-one meetings for students. |
| **Classroom environment** | Establish and enforce class policies. | Set community norms to create / maintain an inclusive class space.  Support student academic work.  Foster positive relationships in the classroom. | Attend class meetings  Model good academic habits  Encourage / facilitate small group discussions.  Assist in creating a sense of community and trust in the classroom. |
| **Evaluations** | Complete all grading and grade entries.  Observe all Peer Facilitator lesson plans, presentations, and facilitations and provide feedback.  Complete performance evaluations of Peer Facilitator. |  | Complete non-qualitative ‘grading’ (e.g. take attendance; determining if an assignment is complete). |