Engineering Senior Peer Mentor
Position Description

Background
The Student Experience Office (SEO) at Queen’s aims to prepare and support students to achieve not only their personal, social, and academic goals, but also their professional and community aspirations. The SEO supports co-curricular learning and development by offering programs and services to orient students to university life, support their successful transitions into and through university, and encourage their leadership development and community engagement while at university.

The Engineering Peer Mentor program matches first-year engineering students with upper-year Engineering Peer Senior Mentors who provide guidance with academic goal-setting, academic coaching, learning support, and referrals to key resources during regularly scheduled meetings. With this support, first-year students have the opportunity to develop attitudes and skills that will improve their learning and academic success at Queen’s.

Position Summary
Each Engineering Peer Senior Mentor will be assigned 2-3 eligible first-year students who are referred to participate in the program during the fall term. Engineering Peer Senior Mentors will meet weekly, for approximately 16 weeks, with each student, starting in November.

Engineering Peer Senior Mentors will attend all training sessions; develop rapport with participants; share information and strategies that enhance learning and coping; share personal stories to develop rapport; support and refer students to appropriate personal and academic resources, as needed; help students to set academic goals and develop individual learning plans; complete weekly logs and program notes; attend regular team meetings; consult with and report regularly to the Program Coordinator; and participate in ongoing training and skills development, as required, throughout the fall term.

Position Responsibilities
1) Conduct one-to-one meetings with program participants
   • Build positive rapport with student participants
   • Explore stressors and coping skills
   • Assess study skills to determine strengths and weaknesses
   • Instruct and coach students on learning strategies
   • Identify strategies for change in personal, social and academic domains
   • Engage participants in developing a learning plan, including accessing campus workshops and services available

2) Provide on-going support and follow-up with program participants
   • Meet with students at appropriate times and locations that are mutually comfortable once a week for one hour
   • Check in at least once per week outside scheduled meetings
     • Review progress towards goals in learning/success plan
     • Engage in problem-solving if/when difficulties arise
     • Assess and help refine strategies for learning and studying
     • Encourage positive progress towards academic success
   • Report to Program Coordinator if you are unable to contact a student to set-up a meeting or if a student cancels/does not show up for a meeting by completing a missed meeting log.
   • Advise Program Coordinator if a student is not engaged in the program.
3) Maintain strong helping/coaching relationship with participants
   • Listen and support student experiences in a non-judgmental way
   • Support participants in building their self-confidence
   • Recognize and help students to identify potential signs of personal distress
   • Encourage self-reflection and open-mindedness
   • Assist students in forming community connections
   • Appropriately offer resources and referrals

4) Work as a team lead to Engineering Peer Mentors
   • Be available to Engineering Peer Mentors for advising on cases and provide on-going training when needed on various tasks required for the Engineering Peer Mentor role
   • Advise the Program Coordinator on any work-related concerns with members of the Engineering Peer Mentor team.

5) Complete administrative tasks
   • Attend weekly Engineering Peer Mentor team meetings
   • Complete on-going documentation of job-related activities, as well as semester-end report

6) General duties and requirements
   • Uphold the values of Queen’s University, including adhering to the Student Code of Conduct
   • Support the mission and mandate of the Engineering Peer Mentor Program
   • Operate within the limits of training and expertise using a peer-to-peer helping model
   • Work collaboratively with the Engineering Peer Mentor team and Program Coordinator
   • Keep Program Coordinator informed of general activities, potential problems or concerns.
   • Maintain participant, and peer, confidentiality and privacy
   • Please note that this position requires that the incumbents proactively seek out program participants, Engineering Peer Mentors, and professional staff in order to provide on-going support and follow-up.
   • It is an expectation that individuals holding this position have flexibility in their weekly schedules to work during times when they are likely to engage these students. The work associated with this position will require availability during some evenings and weekends, as well as some daytime hours.

Position Term
The Engineering Peer Senior Mentor role is for the duration of the 2019-2020 academic year: September to April 2020. The time commitment will be up to 5 hours per week for approximately 24 weeks.

Remuneration
Engineering Peer Senior Mentor will be paid at a rate of $16/hr. This rate includes 4% vacation pay.

Eligibility
Engineering Peer Senior Mentor must:
   • Full-time equivalent undergraduate Queen’s student who has completed at least one full year of study
   • At least one term work experience with the Bounce Back program (in good standing)
   • In good academic standing – please provide a copy of your unofficial transcript (see SOLUS)
   • Commitment to complete the mandatory additional training program
   • No academic, or other, conflicts that would interfere with working up to 5 hours per week
Flexible schedule
Submit a satisfactory Canadian Police Information Check (CPIC) and Vulnerable Sector Check by Sept 1, 2019. They will be responsible to maintain a clean CPIC and Vulnerable Sector Check for the duration of their employment in this role.
Act in accordance to a signed Queen’s University confidentiality agreement
Abide by the policies and procedures as outlined by Queen’s University Student Code of Conduct.
Discuss with their supervisor immediately if, at any point during their position term, they are unable to fulfill these requirements or their status changes.

Orientation, Training and On-going Professional Development
All Engineering Peer Senior Mentors must attend, and actively participate in all Engineering Peer Mentor trainings, meetings, and sessions. Training dates for September will be confirmed by August 1st, 2019.

**note: if you cannot attend one of the training listed above, please speak with the Coordinator as soon as possible.

How to Apply
Applications can be submitted here: https://queensu.ca1.qualtrics.com/jfe/preview/SV_bNnjsRspgEuYqB?Q_SurveyVersionID=current&Q_CHL=preview

Your application must include:
- Resume and cover letter
- Detailing why you are interested and qualified for these positions, and
- Your experience with successfully managing personal and/or academic challenges while at Queen’s and what skills/resources you used to overcome to challenges. Additionally, your experience in a leadership or team lead role and a description of what qualities you possess that makes you an effective leader.
- Unofficial Queen’s transcript (available on SOLUS).

Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal peoples, persons with disabilities, and persons of any sexual orientation or gender identity.