Training and Development Report

This report will address training and development needs for Peer Educators (PEs) and Faculty Facilitators (FFs).

Training for Peer Educators 2004-05
Training Week
The majority of our Peer Educators will live on the floor with the TLC participants. It is a good idea to coordinate some of the training efforts of common topics between DSH and the TLC program. As with our first year, the TLC Coordinator will work with the person organizing RA training to coordinate the following:

• Training sessions for common topics, such as alcohol awareness, information fair, diversity, etc.
• Defining roles between residential PEs and RAs.
• Team-building between residential PEs and RAs.
• Housing emergency procedures.

Other topics the PEs should receive training for are general learning community and TLC goals, PE expectations, ethics, learning styles, classroom teaching styles, group facilitation, confidentiality/FERPA, community building, out-of-class programming, first-year transition issues, leadership theory, goal setting, working with faculty, and interpersonal communication.

Ongoing trainings
Ongoing trainings should be held on a monthly basis for the PEs to review previously mentioned topics, participate in team-building exercises and discuss issues as a team to find creative ways to solve the issues they may be facing. This could be facilitated by a TLC staff member. The ongoing trainings should also be seen as a means to bond these students as a unique community of student leaders.

Recommendations for PE Training 2005-06 and future
We recommend the TLC program use the Iowa State University model where the Faculty Facilitator will be responsible for the recruitment, supervision and evaluation of their peer educator(s). The Request for Proposals (RFP) form recommends that each TLC make use of a PE as part of their community and provides information about the funding that can be requested to pay for their services. The TLC office will assist with training and will make training recommendations based on the proposed role of the PE stated on the RFP. This will include an initial training before classes begin as well as ongoing trainings to keep the PEs abreast of important academic deadlines, event or policy changes.

It will be important to have strong communication between the FF and TLC staff providing the training. In addition, if the PE is to live-in, there may be need for co-supervision of the PE by a housing staff member. The TLC coordinator can initiate the necessary conversations to address this need.

Challenges
- Because of the different expectations FFs may have of their PEs, there may be specific training needs not required of all PEs.
- If facilitators choose to take on the responsibility for a lot of the training, it may be difficult to ensure consistency.

Faculty Training & Development
TLC goals, structure, guidance and means to share ideas should be provided to the faculty facilitators to help them be successful in their role.
Recommendations

- Continue to offer workshops in the spring for new facilitators before they begin to create their syllabus. These workshops should cover TLC goals and expectations, ways to create interdisciplinary learning and idea sharing from experienced FFs.
- Offer on-going venues for discussion as a means to share experiences and work to develop a community among faculty facilitators.
- Experienced FFs can serve as mentors/contacts for new FFs considering participating in the program, creating their seminar course and be a general resource.
- Keep FFs abreast of learning community conferences and other opportunities for them to network and share their experiences with colleagues from other universities and colleges.
- Provide resources such as sample syllabi and helpful websites that equip the FF with a variety tools to enhance the seminar course and community activities.