MENTEE HANDBOOK

Concurrent Education Peer Mentoring Student Experience Program

Program Manual

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CONCURRENT EDUCATION PEER MENTORING STUDENT EXPERIENCE PROGRAM

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Welcome!

Identifying Your Needs and Goals (Reflection Activity)

Welcome to your peer mentoring experience. Adjusting to a new program can be challenging at times, and your mentor can be a great resource for you. With your input, this program can be designed to address your needs. Your mentor possesses knowledge and skills that can be helpful to you as you work towards your goals and adjust to university. Your mentor will best be able to support you in meeting your goals if both you and your mentor understand what you hope to achieve.

The activity below is a tool available for you to reflect on skills and resources that will help you adjust to university, so that you can communicate your needs to those who are there to support you. It will also help you recognize areas of strength that you can use to support others in your group.

Activity: Complete the Mentee Self-Assessment of needs/skills to help you reflect on your needs and strengths relevant to peer-mentoring. Be prepared to share some of your strengths and areas for development with your mentor.

Roles and Attributes of a Mentee

Your mentor is a great resource to support your success. Suitable roles for mentors include supporting you, sharing knowledge, being a role model, listening and encouraging you, helping you develop skills for success, and linking you with services to address concerns. Mentees also have voices and responsibilities in mentoring relationships. To make the most of your mentoring experience, you are encouraged to do the following:

Maintain Communication with Your Mentor

At the beginning of the semester, your mentor will reach out to you by email or Microsoft Teams chat to share some information and invite you to the first meeting. When you get this letter, you should respond to your mentor. Early in the mentoring process, your group will discuss a preferred mode of communication. This could be email, Microsoft Teams, or another virtual platform. No matter what method you use to communicate with your mentor and group, *you should check your inbox for messages everyday,* and be responsive at the request of others. It is important that you communicate to ask questions, form relationships with your group, give feedback on whether or not the support you are receiving is helping, and let your mentor know that you are listening.

Take Initiative

Your mentor will be able to best support you in meeting your needs and achieving your goals if you are open and communicative about what you would like to achieve. Your mentor can not solve your problems for you, but can help you find the tools you need to solve problems. If your mentor has not answered a question that you have, reach out or speak up to communicate what you would like to know. Taking initiative also can involve introducing yourself to your group, sharing your ideas, and forming helping relationships with fellow mentees.

Maintain a Positive and Respectful Attitude

For you and your peers to make the most of the mentoring experience, it is important that your mentoring group is a positive and safe space. There is no such thing as a silly question, as most mentees are experiencing university for the first time and may come from all sorts of past experiences. Be inclusive and supportive of your fellow mentees and avoid actions that may create an environment in which others feel judged or reluctant to seek support. The success of the mentoring program is contingent on your participation, so you are most likely to benefit if you attend regularly and actively engage in the discussions. If you are not interested in the mentoring support offered to you, you are welcome to suggest more helpful topics, politely decline offered support or to opt out of activities.

If you opt out, please do so in a respectful manner, and understand that different types of support may be ideal for different members of your mentoring group. Through helping to shape your group and contributing to the discussion, you can practice your own leadership and helping skills.
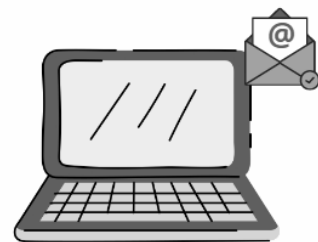
Activity: Review the Introductory Letter from your peer mentor and visit your group chat on Microsoft Teams. Respond to your mentor by email and mark your calendar for your first meeting.

PARTICIPATION/ COMMUNICATION   RESPECTFUL, POSITIVE ATTITUDE   RESPONSIVENESS

Communicating Ideas or Concerns to Your Mentor

Suggesting Ideas or Topics for Mentoring

You may have some ideas of your own that you would like to bring to your mentoring experience. These may include activities you would like to do, or topics you would like your mentor or mentoring group to discuss. Your input in this program is valuable, and can help your mentor provide you with a mentoring experience that is enjoyable and helpful based on your individual needs. Feel free to communicate your ideas to your mentor by telling them what you would like in a discussion, or by writing a message to them. If you would be more comfortable making your suggestions indirectly, you may fill out the Mentee Suggestions Form, located in the back of the Mentee Handbook, and send this form to your mentor. You may also ask your mentor to consider creating an anonymous online form for mentees to submit suggestions.

Suggested Activity: Complete the Mentee Suggestions Form and send the form to your mentor to propose a new mentoring activity or discussion topic to your mentor.

Bringing Concerns to Your Mentor

If you would like to speak with your mentor about a concern you have, you are encouraged to do so. This may be a concern about your mentoring experience, or just about your first-year student experience in general. Depending on your comfort level, and the nature of your concern, you may consider communicating with your mentor using the following methods:

1. Speak with your mentor during a pre-scheduled meeting or event as a mentoring group

2. Request to speak privately with your mentor in-person, on the phone, or via MS Teams or another platform. You may ask your mentor to meet privately by sending them a message, or by asking them during a meeting with your group.

3. Send a message to your mentor explaining your concerns, and what steps you would like to take to resolve them

Use your voice!

What Your Mentor Needs from You

Mentoring and Teaching

Mentoring has many things in common with the teaching profession. As a future-educator, you likely hope that your future students will treat you with respect, and value your efforts as you support them in the classroom. Similar to teaching, mentoring can be a difficult task if mentees are not responsive or respectful. An important part of helping students grow also involves setting reasonable boundaries and expectations, which help students become responsible, productive, and active learners. Similarly, mentors set expectations to help mentees grow as future educators.

Being a Responsible Mentee

Your mentor is required to complete a certain number of hours in the mentoring program as a requirement of their EDUC-3399 course. In your fourth year in this program, you will also mentor a younger student, and log your hours. Please support your mentors' success, and ensure they have the opportunity to participate in the mentoring program. This does not mean that you need to spend excessive amounts of time involved in meetings or other mentoring activities outside of school. Instead, support your mentor by engaging in the activities listed below:

- Work with your mentor to help them understand which types of mentoring support will be most helpful to you.
- Respond to messages that your mentor sends you, to show them know that you received the message, and appreciate their effort.
- If your mentor arranged a meeting or event that you are not interested in or will not be able to attend, communicate this with your mentor ahead of the event, so they know not to expect your attendance, and why you can not come. Do your best to follow through on your promises to attend meetings you said you would attend, and complete activities or forms you told your mentor you would complete.

Inclusiveness and Respect for Diversity

When people from varied backgrounds, perspectives, and talents come together respectfully to share ideas and perspectives, everyone benefits. Through diversity and sharing, we enrich our knowledge and grow as individuals and as a community.

Diversity refers to variety in the factors that make us unique such as cultural background, ethnicity, spiritual beliefs, age, life experiences, gender identity, sexual orientation, socio-economic status, and worldviews. Respecting diversity helps us to expand our knowledge, empathize, and relate to others. Acceptance of diversity is crucial to becoming a good leader, team member, citizen, educator, and mentor. As a future educator, fostering and respectfully navigating diverse learning communities will be an essential skill in your future. Inclusiveness can refer to the practice of providing equal access and welcoming people into a group, environment, or opportunity. Inclusiveness fosters a climate of acceptance and belonging and develops friendships, connections, and growth.

We may have unconscious biases, stereotypes, and assumptions that affect our social behaviors and limit our learning experiences. Since diversity enriches our perspectives and respects the rights of others, it is important that we continually reflect on our actions and comfort level in dealing with people different than ourselves.

Here are some tips to help you be open-minded, inclusive, and respectful of diversity:

- Take time to get to know all the mentees in your group. Value the opportunity to share and learn about each person's background, interests, and ideas, and learning preferences. Make sure to give equal time and interest to the ideas of all your fellow mentees.

- Do not presume to speak on behalf of cultures you are not a part of. Instead, seek input from those who can better represent and share experiences common to that group.

- Seek input from individuals about how they would like to be addressed.

- Support your fellow mentees in sharing information about their background, culture and perspectives.

- If you have special learning, accessibility, or language needs, be prepared to share these with your group or mentor, and ask for the accommodation you need to get the most out of your sessions.

- Mentoring groups must be a safe place for all mentees to share ideas, perspectives and needs. Contribute to a climate of respect both within the group and in interactions outside the group.

- If members are feeling excluded or marginalized within the campus, respond with support, advocacy, and respect. If possible, offer to be available for support or to accompany the mentee to a new venue.

- Make sure that you use language that is respectful and non-offensive. You may vent some frustration in the group, but it is unacceptable to express derogatory terms or ideas that could be harmful to a culture, minority, or individual.

Why Participate in the Peer Mentoring Program?

Given that you are busy with your course load, you may wonder if time invested in the peer mentoring program will pay off. Starting a new University program can be stressful for students who have not yet developed a social network and a good sense of what is available on campus and expected within the program. Participation in peer mentorship can help you to develop relationships, become more integrated into campus, and know that you have friendly, caring people to help you find the answers to your questions. For most students, peer support is crucial to success in university. You already have a lot to offer other mentees in the group including support, sharing your questions, and knowledge. Through sharing your ideas and experiences, you will develop connections at the university, skills for success, and confidence in yourself. In the future you will become a mentor and your experience as a mentee will inform you on how to best help others. Many of the skills developed by mentees and mentors are essential skills needed to become an effective leader, teacher, and communicator.

Activity: Identify skills and characteristics that would make an ideal mentor. Identify skills and characteristics that you think will make an ideal teacher. What skills and attributes overlap between these two skill sets? (See: Mentoring and Teaching Skill Sets)

What Can I Ask My Mentor?

Your mentors are a great resource. They may not be able to answer all your questions, but they can help point you in the right direction to find those answers. Some topics you may ask your mentor about include:

- What sorts of resources and groups are available on campus?

- How do I navigate the University website?

- Where can I find information about the City of Windsor?

- How do I select courses?

- What tips are available for living on a budget?

- How is the library laid out?

- What sorts of online resources could help me with the Concurrent Education program?

- Where can I get help for a health or psychological concern?

- What are some expectations and experiences within Concurrent Education?

- What does an e-portfolio look like?

- You may discuss theories or general concepts from your education course.

- You may ask for tips on managing your time, workload, or stress.

- Learn about resources for writing a paper and referencing citations.

- You may clarify general processes for course selection and practicum placements.

- You may also ask your mentor or group for support or feedback with a goal, topic, or challenge. Other mentees in your group may have suggestions, feedback, or experiences

to share that can help you. If the need is complex, sensitive or becomes too much of a focus, your mentor may help you connect with support outside of the mentoring group.

- Your group may fan out to find out about different topics, policies, or resources and bring the information back to the group.

- Mentees may plan to get together for social events, study groups, campus tours, or workshops with or without your mentor.

- You may have other ideas on what you hope to accomplish with your group. Remember, this group is for you and your input can shape the activities and format of your mentoring experience.

Activity: Identify a question or activity that you think would be helpful to discuss with your mentoring group. Be prepared to share your ideas in your mentoring sessions.

Active Listening

Whether you are a mentor or a mentee, an important skill for developing relationships and building trust is the ability to listen actively to others. This skill is also crucial for being a good teacher, mentor, team member, helper, and friend. Active listening is more than just hearing. Active listening involves a combination of skills, including paying attention to verbal and nonverbal cues, monitoring your own responses, asking the right questions, reflecting content and emotion, and summarizing key points

Paying attention: When you are paying attention to someone speaking, you listen not just to their words, but also to tone, and intent. Avoid interrupting the person. When there is a pause, check your understanding by reflecting, paraphrasing their points to show them you listened, or asking questions for clarification. Paying attention means that you give the person your full attention. You must avoid distractions and multitasking activities, such as checking your phone.

Asking the right questions: Open-ended questions are questions that probe for information, without limiting the response. They are different from closed-ended questions that can simply be answered with one word, such as yes or no. Open questions show that you are interested and invite the speaker to give more information. These questions often involve who, what,

where, when, and how. Why questions can also be helpful, but in some cases, they may make a person defensive. Open-ended questions can also take the form of prompts for information and may include phrases like " Please explain…" "Please tell me more about… "

Responding non-verbally: Your facial expressions, gestures, posture, and vocal tone can show a person that you are interested in what they are saying. Maintain eye contact by looking at their eyes and face in a natural way. Nod your head to affirm that you are following what the person is saying. Lean in with your body posture. Whether you are sitting or standing, try to maintain a relaxed open posture with hands open, your arms at your sides and your feet flat on the floor. If you cross your legs or arms, you may appear more closed and unwelcoming. When you are in face-to-face discussions, ensure that you respect personal space,

Paralanguage refers to features of language other than content. You have probably heard the expression, "It's not what you say, it's how you say it." Your tone of voice, inflection, pitch pacing and volume can reveal messages about your confidence, sincerity, approval, and interest. The pacing of your voice can invite the person to carry on, but a quick response might suggest you are in a rush and may deter the person. A pause of silence before responding will allow you to process what was said and provide the person with an opportunity to add additional thoughts.

Providing affirmations: Affirmations are brief verbal statements that encourage the speaker to carry on. For instance, you may say "Please go on," "I understand," or "I see." The term affirmation is also used in motivational interviewing for comments that help a person feel accepted and encourage change through recognition of their efforts and strengths. For example, you might observe, "It took a lot of courage for you to talk about this," or "Thanks for bringing that up. It is important," or "You have been through challenges, but your resilience has brought you this far…"

Paraphrasing is a great skill for staying connected with the speaker and checking your understanding. It involves repeating a statement back in your own words, to show that you

are understanding what the person is telling you. If there are any misunderstandings, the person can set them straight. Another way to reflect content is to use the same words or phrases that the speaker used. This technique, which is sometimes called *mirroring* or *reflecting content*, can show empathy when done sparingly. Reflecting another person's own words can help them hear their own words to determine whether this is what they had hoped to communicate.

Reflecting feeling: You can also mirror feelings in non-verbal ways to show empathy. It is natural for people to smile when someone else smiles, and to lean in or lower their voice tone when someone else does the same thing. These ways of reflecting the feelings show the person that you are emotionally with them, and convey empathy, encouragement, enthusiasm, and sincerity. There are a few situations where it is not helpful to reflect feelings by mirroring them. For instance, when someone is showing hostility, anger, anxiety, or agitation, it is better to help them regulate their feelings by maintaining a calm demeanor and pace.

Another way to reflect feelings is by labelling the feeling that the person is showing. For instance, when someone is starting to raise their voice, you might say, "You are feeling angry." When someone is looking away, you might say "You seem preoccupied...is there something else on your mind?" By verbally reflecting the feeling you are picking up on, you can increase the person's self awareness and provide an opportunity for them to speak more about their feelings.

Summarizing: Summarizing a conversation, session, or topic involves pulling together the key points covered. Summarizing ensures that everyone has a shared understanding or what was discussed and offers the opportunity for people to add anything important that was missed. Summarizing is an effective way to provide closure on a topic, begin a plan, or provide transition to a new focus. Mentors may wish to preserve time at the end of mentor discussions to summarize the discussion and invite mentees to add important points that may have been overlooked.

Goal Setting

To make good use of your mentoring relationships, it is important that you identify goals. Setting goals will help you focus and keep you on track. When setting goals, try to follow the SMART acronym:

Specific - try to specify why, where, when, what, when how you will achieve your goal.

Measurable- set benchmarks to check your progress. How will you know you are successful?

Achievable- Make sure that your goal is realistic and attainable within a reasonable time frame, while managing your other responsibilities.

Relevant- How will achieving this goal make a difference to your overall success?

Timely - Select a target date to show when you will meet this goal and organize your steps to reach this target date.

Activity: Use the SMART Goals Worksheet to identify a goal you hope to meet with support from the Mentoring program. Be prepared to share your goal with your mentor.

Stages in Mentoring Relationships

This formal mentoring program lasts from fall term until the end of the winter semester. The overall goals of this program include:

- Helping support mentees in adjusting to university life
- Helping mentees connect with needed resources and develop a support network
- Helping mentees succeed in goals and navigate first-year in the Concurrent Education program
- Helping mentors practice and develop essential soft skills for teaching and mentoring
- Helping mentors and mentees become more confident and self-sufficient

Since the Mentoring program is time limited, you will move through stages of mentoring over the course of the year. In the initial stage of the mentoring program, you will focus on getting to know your group and identifying your needs and goals. In the middle stages of the mentoring relationship, you will work towards your goals and support others. Initially your mentor may help you quite a bit with understanding expectations and resources and developing skills. However, as you progress through the program and learn about resources, skills, and expectations, you will be able to show more initiative in solving problems and helping other group members. Goals of theMentoring program include helping you become more confident, self-directed, and integrated with peers. Your mentor will be pleased to see you progressing to a point where you rely less on the mentor for guidance and where you can support others and share ideas and experiences of your successes. Towards the final stage of the program, your mentor will work on transitioning you toward more self-directed use of the skills and knowledge you have acquired while ensuring that you have other available supports. In the final stage of the Mentoring program you may have some reflections and activities to celebrate your accomplishments and bring closure to the mentoring relationship.

Activity: Identify two activities that you may do in the initial phase of your peer mentoring program. Also consider how relationships and activities change in the middle stages of the program, and what activities may be appropriate for the final phase of the program.

[TOP SECRET: CONFIDENTIAL]

Boundaries and Confidentiality

Boundaries are limits that help define interactions and relationships. Relationships between mentors and mentees must have clear boundaries for the following reasons:

- To protect all parties from feeling disappointed, overtaxed, or taken advantage of
- To avoid misunderstandings and awkward moments
- To ensure that relationships stay productive, balanced, and sustainable

To establish and maintain boundaries, it is important that you respect your own needs and the needs of others. These needs may include privacy, downtime, being listened to, being supported, and receiving clear expectations and feedback. Areas of boundary setting for your mentoring group might include:

- The places or platforms where you will interact
- Time schedule and length of time you will meet
- The topics you will discuss and share
- Situations in which private meetings are appropriate

Mentors have a responsibility to be positive role models, and to do so, they need to preserve time for themselves and reflect on the needs of mentees. Guidelines to help maintain boundaries include:

- Self-disclosure by mentors should only be done to meet the learning needs of mentees.
- There should be clear limits on the times and places for mentor/ mentee meetings.
- Avoid physical contact and comments. Mentors are advised not to date, romance, party, lend money, or use substances with mentees.

- Respect confidentiality of all group members. Do not share personal information outside of the group.
- Do not gossip or engage in negativity.

Confidentiality is important to the trust in your mentoring group. All members should respect that what you say within the group should stay within the group unless there is agreement to take it beyond the group. However, there are times when your mentor will take information or concerns to a faculty member for advice, consultation, or guidance. In cases where there is a safety risk or serious psychological, social, or professional concern, the advice of the faculty will determine how to best support or address a disclosure. In cases where a member of the mentee group shows imminent risk of harm to self or others, or where it becomes known that a vulnerable person is being mistreated, this situation will be reported to the supervisor for direction.

Activity: Review the Boundaries and Confidentiality worksheet. Consider the given scenarios and determine which situations represent breeches of boundaries or confidentiality.

The Role of the Supervisor

While mentors are responsible for reaching out to offer meetings and support to mentees, a faculty member oversees the program and holds responsibility for the overall administration and functioning of the programs. The supervisor may check in with mentors and mentees or review notes to learn about your activities, reflections, and participation in the program. The faculty supervisor for this program is Dr. Clayton Smith (Clayton.Smith@uwindsor.ca). Mentors must report any concerns about safety or learning barriers to the supervisor. It is recommended that mentors keep a log of sessions with mentees including the date of meeting, time spent, who attended (first names), and notes re. the focus, reflections and follow-up. These logs will be kept in a private location and used for reflections, reporting, and follow through. Mentees will be assigned some reflection tasks as part of their Teaching and Learning Course. Mentees are welcome to contact the faculty supervisor if there are any concerns or suggestions that you wish to pass along.
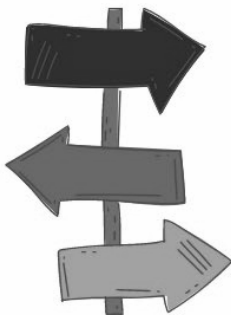
GUIDANCE   PROGRAM REQUIREMENTS   LEARNING SUPPORT

Co-Mentoring

A co-mentoring model may involve having more than one mentor assigned to one or more mentoring groups. There are several advantages to this model. Mentors benefit from having a mentoring partner to share ideas for feedback, reflection, and inspiration. They can share responsibilities for organizing sessions or get smaller groups together for larger activities. Each mentor will have different strengths and styles, and therefore mentees benefit from exposure to a wider range of input. If one mentor is unavailable, the other can cover a session to help the group maintain continuity and momentum. Through the co-mentoring model, you can gain exposure to more diverse perspectives.
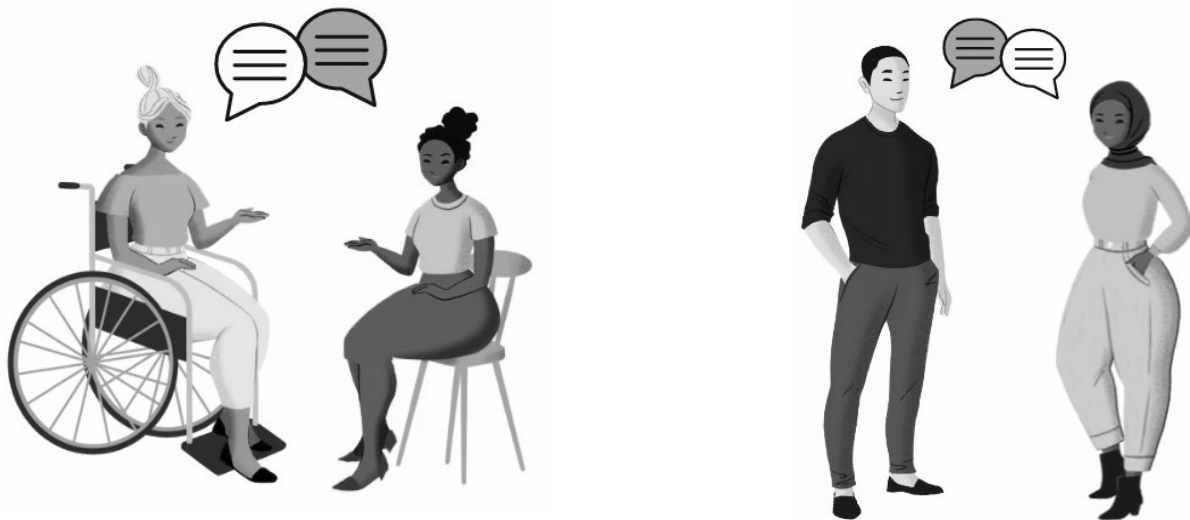
What are *Large Mentoring Groups*?

"Large mentoring groups" are groups made up of several mentors and their mentees. Large mentoring groups may be created to include multiple mentoring groups made up of mentees and mentors in the same Faculty or major subject area. You can also collaborate with other mentoring groups based on common interests, friendships amongst mentees, and more! Speak with your mentor if you would like to engage in some activities with other groups of mentees.

Some benefits to large mentoring groups are noted below:

- Mentors in large mentoring groups can collaborate with each other to offer more comprehensive support to mentees
- Large mentoring groups can be helpful for addressing commonly asked questions and other topics that may be of interest to large groups of mentees
- Large mentoring groups can increase social opportunities for mentees to connect with their peers in the Concurrent Education program.

Activity Ideas for Large Mentoring Groups
- Information session hosted by mentors   - Themed social event for holidays and/or seasons (Please feel free to communicate with your mentor about which events you are interested in acknowledging, if any)   - Board game or video game evening   - Campus tour   - Movie night   - Meet one another snack and social (mentees introduce themselves to the group and have time to socialize and exchange information to connect with peers)

Appendix: Forms and Resources

Mentee Self-Assessment

Complete the self-assessment below. This activity will help you to reflect on your skills and identify areas of strength and areas for improvement. You can use this information to set goals for yourself as you progress in the mentoring program.

Mentoring Skills, Values, and Readiness Self-Assessment:

SKILLS AND HABITS *Rate your agreement with the statements below*	Agree	Unsure	Disagree
1. I can organize my time effectively			
2. I apply problem solving skills to resolve challenges			
3. I set manageable goals and action plans			
4. I am able to give and receive constructive feedback			
5. I can express my opinions and ideas appropriately			
6. I use reflective listening skills			
7. If I do not know the answer, I will keep searching until I find out			
8. I know how to study effectively			
9. I am able to set and respect boundaries			
10. I am comfortable dealing with conflict			
11. I am able to communicate using a variety of media			
12. I am comfortable engaging respectfully with people who are different from myself			
13. I have skills for managing stress and emotions			
KNOWLEDGE *Rate your agreement with the statements below*	Agree	Unsure	Disagree
14. I have knowledge or experiences to share with other students			
15. I am able to find information on the University website			
16. I am aware of resources on campus			
17. I understand how to search and reference info correctly			
18. I am able to write effectively			
19. I understand the Concurrent Education program and expectations			
20. I have reviewed University policies and services			
21. I am comfortable discussing theories and resources related to teaching			
22. I understand the obligations and exceptions to confidentiality			
23. I understand the role of a mentor			

INTEGRATION			
Rate your agreement with the statements below	**Agree**	**Unsure**	**Disagree**
24.	I am comfortable finding my way around campus			
25.	I am comfortable in the Windsor community			
26.	I know what activities and groups are available			
27.	I am successfully adjusting to the expectations of university			
28.	I feel connected with the Concurrent Education program			
29.	I feel that I belong in my University program			
30.	I have formed friendships at the University of Windsor			
31.	I have someone at the University who I can talk about my feelings with			
32.	I am part of a learning community			
33.	I have found places to go and things to do on or near campus			
34.	I take part in social activities			
35.	I discuss ideas with students outside of class			
36.	I have someone to talk to about my future			

LEADERSHIP AND VALUES			
Rate your agreement with the statements below	**Agree**	**Unsure**	**Disagree**
37.	I am able to identify my learning needs			
38.	I have contact with people who inspire me at university			
39.	I have positive role models			
40.	I accept and respect diversity			
41.	There is someone at university who is interested in my future			
42.	There is someone at university who is interested in my well being			
43.	There is someone at university who I can go to for guidance			

LINKAGE			
Rate your agreement with the statements below	**Agree**	**Unsure**	**Disagree**
44.	I know how and where to access services for mental health support			
45.	I know how and where to access services for navigating substance use			
46.	I know how and where to access physical health and services			
47.	I know where students with disabilities can obtain accessibility support			
48.	I know where to go to seek financial aid			
49.	I know how and where students can access support for academic concerns			
50.	I will talk to my mentor if I am not able to access the specialized services I need			

MENTEE SUGGESTIONS FORM	
Mentee Name (optional):	
Mentor Name:	
Date of Form Submission:	
Suggested Activity: Information to include: • Type of activity or topic you would like to discuss • Suggested location (virtual, in-person, etc.) • Benefits of this activity for mentees	
Material(s) Needed for Activity:	
Suggested Time Frame for Activity: (ie: before midterms, before Winter Break, specific date(s):	
Suggested Participants: (small mentoring group activity, or a collaboration with other mentoring groups)	

Mentoring & Teaching Skills Comparison Activity

Identify skills and characteristics that would make an ideal mentor. Identify skills and characteristics that you think will make an ideal teacher. What skills and attributes overlap between these two skill sets?

TEACHING SKILLS	COMMON SKILLS	MENTORING SKILLS

SMART Goals Planner

S	**Specific** What do you want to achieve? Be precise. Your goal should be focused and should have a tangible outcome. Avoid setting goals using vague descriptors such as "get better at…" and think more about action or achievement-oriented goals.	
M	**Measurable** How will you know when you have reached your goal? What steps will you take, and what milestones will you reach along the way? Consider what events and outcomes will help you track whether you are progressing toward your goal, or if you need to work harder or adopt a new strategy.	
A	**Attainable** Your goal should be a challenge, but still reasonable to achieve. Unrealistic goals are likely to result in you either giving up, or feeling defeated. Super easy goals do not advance your growth as much. Consider any obstacles you may face along the way, and what steps you will take to achieve your goal.	
R	**Relevant** Make sure your goal is something that you really do want to achieve and find worthwhile. Is your goal aligned with your values and long-term plans? Does it reflect your priorities? Make sure you select a goal that is personal and relevant to you.	
T	**Time-Bound** It is important to set a target date for your goal. This should be a realistic timeframe, so that you will not become stressed or discouraged. Too long of a timeframe could also decrease your daily motivation to work towards your goal. Consider what timeframe will help you achieve your goal and work towards it with discipline.	

Mentoring Observations:

During your classroom observation, you will have the opportunity to see mentoring in-action, as your supervising teacher works in a mentoring role with both you, and the students in their class. Complete the worksheet below throughout your observation placement to reflect on the role of mentoring in the teaching profession.

What do you, as a first-year university student and mentee, have in common with grade nine high school students? Do you have similar support needs? How can you use this knowledge to become a better mentor and teacher in the future?
What are some differences between your peer mentee-mentor relationship with your fourth-year mentor in the Concurrent Education program, and your mentee-mentor relationship with your supervising teacher? What are some pros and cons of peer mentoring between students, versus mentoring between students and teachers, coaches, employers, or faculty members?
How did your supervising teacher demonstrate mentoring throughout your observation? What are some examples of mentoring behaviours that you witnessed?

Case Study Discussion: Mentoring Interventions

The first year of university can be stressful. The University of Windsor offers several services to support students with their academic, social, physical, psychological, spiritual and financial needs. Making the most of these services requires both self-awareness, and knowledge of available resources. Peer mentors can offer guidance and support to help first year students navigate the system and connect with beneficial services and resources. Peer-mentoring strategies identified in the literature can be grouped using the acronym S.K.I.L.L.S. (for support, knowledge, integration, linkage, and leadership).

- **Support** - providing reassurance, acceptance, hope, empathy, active listening, and concern for well-being
- **Knowledge** - offering information, perspectives, or resources which may enhance understanding
- **Integration** - connecting mentees to services, individuals, groups, or learning communities to enhance sense of belonging, connections, and relationships
- **Linkage** -helping the mentee identify and access programs and services based on needs
- **Leadership** - providing role modelling, structure, and opportunities for skill development of soft skills such as communication, time management, organization, self-regulation, teamwork, and effective problem-solving.

For the case scenarios below, consider how the peer mentoring program could be helpful.
- What could the mentee ask their mentor or group?
- How could a peer mentor support the mentee with their problem?
- What could both the mentor and mentee learn from this interaction?

Case 1: Overwhelmed and Under the Weather

Maya is a first-year student who lives alone in an apartment near campus. She hasn't been feeling well lately. After enjoying a great first two weeks of her Lancer journey, she began feeling queasy and experiencing headaches on a regular basis. At first, Maya thought she was feeling unwell due to stress over her approaching midterm exams. Unfortunately, a week after exams, she is still not feeling better, and her health is impacting her attendance in class. Since Maya's hometown is several hours away, she cannot see her family physician until the next reading week break. Maya was hopeful that she would make many new friends and achieve good marks, but now she is missing out on social activities, and struggling in classes because of her illness and poor attendance. She feels discouraged and alone with her problem. Maya has considered telling her peer mentor and mentee group about her situation but is not sure if they

could help. What needs might Maya have? How could a peer mentor and mentee group support Maya?

Case 2: From Thriving to Diving

Jack was enjoying his first year at UWindsor and became very involved on campus. He made new friends, joined the soccer team, and liked all his classes. Jack felt happy and confident in how everything was going. He was shocked when midterm grades come in, and his marks were much worse than expected! In high school, Jack routinely got marks in the 80s and 90s, but his first marks at university show that he is barely passing. Jack read the B.Ed. Program Handbook, and he knows that failing courses or getting too many low marks could jeopardize his dream of becoming a teacher. Since good grades came easily to Jack in high school, he is perplexed, and unsure of what he needs to do differently to get good grades in university. Jack wants to get help from his peer mentor, but he is nervous that his mentor might judge him for having low marks. In high school, Jack would have gone to his teacher for help if he was doing poorly, but he is nervous to speak to his professors, who seem very busy. Since his peer mentor isn't a professor, Jack isn't sure if they can help him. What needs might Jack have? How could a peer mentor and mentee group support Jack?

Case 3: Busy Bee

Quinn is doing very well in their first year of university. So far, they have received high marks, settled in a new apartment, and even got a job on campus. Quinn wants to become a part of a community and meet more friends at UWindsor, but they haven't put much thought into where or how to become more involved on campus. In high school, Quinn was on the swim team, in a book club, and a part of the Pride Committee. They aren't sure what club options there are at UWindsor, or where to sign up. They are also very busy outside of school, working part-time and spending several hours per day studying. Quinn finds it difficult to fit in time for fun and self-care and feels nervous that they won't have time for extracurriculars or a social life. What could a peer mentor do to help Quinn in this situation?

Case 4: Help Getting Hired

Eric has worked very hard to save up money to finance his education at UWindsor. He made sure to arrange affordable housing and secured a good job near campus before he came to school. Everything was going great, until one day Eric's boss told him that the store he works for will be closing down, and that Eric will lose his job. If Eric lives frugally, he will have enough money to get him through his first year, but he is nervous about how he will afford tuition in the years to come. He has also found that there have been unanticipated costs such as textbooks, a computer repair, and dental care. He has been trying to find work by taking the bus to drop off resumes around Windsor and calling different locations, but so far, companies

do not seem to be hiring. Eric asked his peer mentor where they work to see if he could apply there, but he hasn't told his mentor about his financial worries or struggles finding a job. What needs might Eric have? If Eric opened up about his situation, how could his peer mentor and mentee group help him?

Case 5: Rocky Registration

Clara has had a great first semester at UWindsor, but she is feeling anxious as she tries to plan for the Winter term. She is having a hard time figuring out which courses she needs to take, and how to sign up for them. She tried to use the UWinsite portal to register for courses, but received a notification that there was a conflict preventing her from enrolling in some of her classes. Clara has no idea what could be causing this conflict, and is concerned that she is either choosing the wrong classes, or using UWinsite incorrectly. She tried to talk to some of her friends about what is going on, but all her friends are outside of the Concurrent Education program, and they were not able to help her figure out her schedule. If Clara doesn't take the required combination of courses, she will not be able to progress in the Concurrent Education program. Clara wishes that she had more friends in the same program as her. She also hopes she can figure out how to use UWinsite soon, so that she doesn't run out of time to sign up for the courses she likes. How could a peer mentor and mentee group support Clara?

Case 6: Homesick

Preet is a shy and studious student, who is having difficulty making the transition to university. She moved to Canada from India when she was fourteen. She has a close-knit family, and her hometown in Ontario offered cultural events including opportunities to speak Hindi, and enjoy celebrations. Since coming to university, she finds herself feeling homesick, and she spends a lot of time on the phone with her siblings and her parents. Preet has been going home every weekend, which is a four-hour drive. Although this has helped her stay connected to her family and culture, she is starting to find it is too expensive, and the travel time and family interaction takes away from time to complete assignments, join extracurriculars, or meet new people on campus. Due to lengthy phone calls home, and pressure to get assignments done before the weekend, Preet skips meals, stays up late studying, and does not sleep well. Preet was very involved in the lives of her younger siblings when she lived at home, and she feels that her family relies on for support and positivity. Even though her family is supportive of Preet getting her education and reassures her that it is okay to visit less often, Preet feels guilty for not going home on the weekend when she needs to concentrate on her studies. She worries when she is not able to talk to her family for a few days, and this anxiety makes it difficult to concentrate. What needs may not be adequately addressed for Preet? How could the peer mentor and mentee group support Preet?

Boundaries and Confidentiality Scenarios

It is important to discuss boundaries and confidentiality in peer mentoring relationships early on, to build clear expectations and avoid misunderstandings. Review the following scenarios to reflect on how each scenario applies to the guidelines provided for boundaries and confidentiality:

Guideline: Mentors should clearly communicate when they are available during the week, and how they would like mentees to contact them.

Scenario: Joe explains to the group that he will be available for meetings through Microsoft Teams on Tuesdays and Thursdays from 4:00 to 7:00pm, and that mentees may email him with questions about resources, course selections, and system navigation between sessions. A mentee calls Joe on his cell phone on a Sunday evening to request his urgent help in proofreading an essay due the next morning,

Is this a boundary violation? If so, in what ways does it violate the parameters of the relationship? How should Joe handle the situation?

Guideline: Mentors should not solve problems for mentees, but may help mentees apply a problem-solving process to gain skills and confidence in solving problems. Mentors may provide information and linkage with services or supports based on the needs of the mentee.

Scenario: A mentor, Joanne, explains to her mentees that she will help guide them through the problem-solving process, but will not be meeting with them one-to-one, lending money, helping with specific homework, or providing transportation in her car. Between sessions, a mentee messages Joanne asking her to loan some money. The mentee is very upset and claims that she needs the money for rent and groceries because she only has enough to pay her tuition. The mentee also tells Joanne she is afraid of failing one of her classes, which she keeps missing because she doesn't have a vehicle. The mentee asks Joanne to drive to her Wednesday class, because she knows Joanne has another class on-campus at the same time.

Is this a boundary violation? If so, in what ways does it violate the parameters of the relationship? How might Joanne effectively handle the situation?

Guideline: Mentees and mentees will respect confidentiality of information shared in the group and will not disclose identifying information or personal details of what is said in the group to outsiders (other than to a professional when there is a concern of safety or abuse). General information on the content or focus of discussion may be shared without disclosing sources, or personal details, or the views of participants.

Scenario: During a group discussion. a mentee, Frankie, makes self-deprecating comments and shares his disappointment about doing poorly on a recent mid-term exam. Frankie shares a sense of frustration and uncertainty about remaining in the Concurrent Ed program. During the discussion, the other mentees offer empathy, support, and assistance with homework for this course.

Following this meeting, a mentee writes to friends on Facebook messenger, asking that people help Frankie and disclosing that Frankie is not coping well and may leave the program if other students and faculty do not provide more support.

Is this a confidentiality violation? If so, in what ways does it violate the guidelines? How should the group handle the situation?

Guideline: Mentors should treat all mentees with equal opportunity, and not show preferential treatment to one mentee over another. Rather than being the provider of specialized services, a mentor's role is to help their mentees access the support they need. Additionally, the mentor must be attuned to vulnerabilities and power imbalances that may affect dynamics with their mentees.

Scenario: Dakota, a mentor, has noticed that Brook, a mentee has been feeling lonely and lost. Dakota offers to spend extra time with Brook, showing Brook around the city, preparing dinners together, and engaging in long talks to help Brook resolve a bad break-up and gain self-confidence. Dakota, on perceiving that Brook is more needy than other mentees, has devoted time to Brook outside of the group and has encouraged Brook to call at any time, day or night.

Is this a confidentiality violation? If so, in what ways does it violate the guidelines? How should the mentor and mentees handle this situation?

[Trigger Warning: Confidentiality and Risk of Harm]

Guideline: When there are grounds to suspect a risk of harm to self or others, or that a vulnerable person has been abused, the mentor will discuss the situation with the supervisor on faculty and may identify the persons involved.

Scenario: Carlos has explained to his mentoring group the need to respect the confidentiality of all mentees in the group. He has explained the limits of confidentiality, including the obligation to talk to his supervisor if a mentee shows high risk of harm to self or others. One day, a mentee confides in another mentee, and reveals information that leads to concerns about their safety. This conversation takes place in the mentoring group chat, which includes all mentees and Carlos. Carlos talks to his supervisor, expressing concerns and naming the mentee.

Is this a confidentiality violation? If so, on what grounds? How should Carlos handle this situation?

Problem-Solving Process

Step 1: Define and analyze the problem:
Use the 5 Ws & how (cause/effect). Be specific & factual. Gather additional info that you need.

Step 2: Generate alternative solutions:
Don't evaluate them yet. Brainstorm. Be creative.

Step 3: Evaluate alternatives & select a solution:
Identify risks, costs & benefits for each solution. Select the most promising one.

Step 4 : Develop a plan and implement the solution

Step 5: Reflect & evaluate outcomes:
Is the problem resolved? Can the solution be improved? Do you need to go back to the beginning steps and try another course of action?

Ice Breakers and Team Building Activities

Games Owned by Group Members
Mentors and mentees are not required to spend any money on activities in this program. However, if members of your mentoring group own board games or video games that would be fun for groups, such as Jackbox Games party packs, Mario Party, or Apples to Apples, Pictionary, or other games, these could be fun social activities for your group! You may also consider a meet-up at a public games café, escape room, or other location with provided entertainment. Remember to stay safe during in-person meetings and to respect all group members.

Two Truths and a Lie
Two Truths and a Lie: invite members to share three "fun facts" about themselves; two that are true and one that is a lie. See if the other members can correctly guess which facts are true and which one isn't.

Best and Worst:
Invite members to tell the group about their best job and worst job and what made these jobs great or unappealing.

Never Have I Ever:
Have all members start by raising their hand with all five fingers up. The mentor can read a list of questions or mentees can take turns coming up with something they have never done, but that others in the group may have done. For each of the items read or introduced, mentees must put down a finger if they have done that activity. For example:

"Never have I ever…
- Worked in a restaurant
- Had a pet bird
- Had my groceries delivered
- Made pizza dough from scratch
- Competed in math competition
- Had a detention
- Had a speeding ticket
- Stayed up all night
- Had a broken bone
- Stayed overnight in a hospital
- Fallen asleep in class
- Seen an alligator in real life
- Sang in public
- Gone snowboarding

- Had a cavity
- Cut my own hair

Things in Common:
In this icebreaker, you will challenge the group to come up with six things they all have in common (within five minutes). Instruct them to avoid physical characteristics, material possessions, and their university program. Encourage them instead to go for things they like doing, people they admire, character traits, or experiences. Have each player take a turn until everyone has had a turn and collectively six commonalities have been identified. Participants can identify with the trait by raising their hand (or thumbs up/ thumbs down).

Would you Rather?
In this icebreaker, you poll group members on which of two options they would select. They can indicate their choices by typing in or holding up their right hand for Choice #1 and their left for Choice # 2. For example:

Would you rather….
- Sky dive or cave dive?
- Eat chips or chocolate?
- Spend the day lying on the beach or sight-seeing?
- Give up brushing your hair or brushing your teeth?
- Own a boat or a plane?
- Go to a party or stay home and watch Netflix?
- Eat squid or liver?
- Paint a picture or sing a song?
- Play scrabble or Mario Kart?
- Have a million dollars or guaranteed good health?
- Eat steak or beans?
- Be gorgeous or brilliant?
- Ride a horse or ride a Harley motorcycle?
- Have a surprise party or have nobody remember your birthday?
- Win a Nobel Prize or an Olympic Gold Medal?
  For more ideas see: https://teambuilding.com/blog/this-or-that-questions

Riddles:
Another fun idea to help your group warm up is a round of riddles https://www.riddles.com/

Charades:
You can play a quick game of charades with your video cameras on. The host can send an idea to the demonstrator or participants or provide a category and each participant can make up

their own when it is their turn. To keep it simple you can try to get contestants to guess the following:

Indoor Activities: sweeping, baking, showering, emptying the kitty litter, doing dishes, wrapping a gift, decorating a cake
Sports and hobbies: swimming, fishing, baseball, volleyball, skiing, weightlifting, karate, golf, archery, dancing, juggling, singing, knitting
Animals: snake, fish, owl, chicken, dog, pig, bear, monkey

For more ideas: https://www.thegamegal.com/word-generator/

Brain Teasers:
Brain teasers are a great way to get the group focused on solving problems together. You can read some problems from the game MindTrap, google brain teasers, or use these ones from: https://sites.google.com/site/brainteasers1111111/mindtrap-game-questions

TriBond:
Name three items with a common link. Have the group identify what they have in common.

Team Games:
If your group would like to set aside more time for a game's session, there are a wide variety of fun games you can access for free and play virtually. Here are some to check out:

Skribbl.io: This is a fun drawing game. Your group can play in a private room. No set-up required and you can play for just a few minutes of longer

Online Scavenger Hunt: Make up a list of items for players to find and provide a time limit. As players return to the chat, note their time. Who will come up with the most items from the list in the time allotted?
https://teambuilding.com/blog/virtual-scavenger-hunt#standard

Social Activity Planning Sheet

Activity Planned:	
Group:	
Name of Organizer(s):	
Type of Event (i.e., conference, lecture, tour, movie, games):	
Date of Activity:	
Starting and Ending Time:	
Number of Participants Expected:	

Purpose of Activity:

Location or Venue (include room number):

Do you need to reserve the location?	
Do you need any support? i.e., Security? Housekeeping? IT?	
How will people get there?	
Is parking available?	

Accommodations required? (wheelchair accessible, interpreter etc.)

Materials Needed:
What should people bring? Is there a cost? How will costs be covered?

AV equipment needed:	
Is WiFi required?	

Is the activity approved by a faculty sponsor or club?
(if so, provide name, contact information)

Study Tips

(For more great resources, visit: https://www.uwindsor.ca/success/334/free-resources)

Readings

1. **Complete readings on time.** Your instructors will expect that you have completed any assigned readings before attending class. This means that your professor may avoid taking the time to explain important ideas during a lecture that are explained in-depth in the reading and may refer to a reading in class under the impression that you have read it already. If you have not completed your readings on time, you may be lost in the lecture, and your professor may not have time to answer questions that you would already know the answers to if you followed the reading schedule. Keeping up with assigned readings also will help you stay on-track in class, so you do not fall behind and have lots of work to do before exams. Falling behind may not seem like a big deal at first, but as exams approach the need to catch up can lead to overworking and burnout.

2. **Read with intention**. You will likely need to do a significant amount of reading for your classes, which can take a lot of time. Textbooks often have lots of information per chapter. Some of this information may include key ideas that you need to know for class, but other information could be included to make the reading more interesting, aid your understanding, or contextualise. Students who study effectively use strategies to make sure that they focus on and remember the most important parts of their reading, so they do not have to go back and read things again. A great strategy for doing this involves surveying readings before you begin. Surveying a reading helps you to anticipate how you should approach it. Surveying may involve skimming through a chapter to understand how much time you will need to read it all the way through, and reviewing the end of the chapter to see if there are any summaries that highlight key topics and takeaways, so you know to pay attention to those ideas as you read.

3. **Monitor your comprehension.** As you read, ask yourself questions to test whether or not you understand what you have read. For example, after each chapter you may ask

yourself "What was the main idea in that chapter?" Constantly checking-in with yourself can help you to realize when you are struggling with a reading, so that you can adjust your strategy early on and make notes on important questions.

Online Classes

1. **Set yourself up for success.** Choose a location that you will be able to focus in, and that you have everything you need to succeed in class. Some of the most common reasons that students struggle with online school include poor internet connection, and environmental distractions. Taking the steps that you can to avoid these barriers will help you succeed. Many students struggle to stay attentive when attending online classes from a location usually meant for resting, such as their bed. If there is a quiet space with a desk or table available to you, this is ideal for attending online classes.

2. **Hold yourself accountable.** During in-person classes, it can be easier for your peers and professors to check-in with you to ask where you have been if you miss a class, or how you are keeping up with your work. Assuming personal responsibility is essential for success in online school. Instead of coming to class because you want to see your friends, you must motivate yourself to attend class because you want to succeed. Make notes on important due dates to make sure that you do not fall behind. Pay attention in class even if you are not on-camera with your professor, not because you want to avoid being scolded, but because you want to succeed. In asynchronous courses, it is important to follow the course schedule and watch lectures during the assigned week, so that you do not fall behind.

3. **Take initiative.** In asynchronous online courses, your professor may not always deliver lectures in the form of a live discussion where you can raise your hand and ask questions. If you have questions and your professor is unavailable during lecture times, it is important that you take initiative and ask for help. Review your syllabus to see how your professor prefers to be connected. You may be able to email a TA, GA, or your

professor for support, or attend scheduled office hours. There are many steps that you, as a student, can take to prepare for success. However, realistically, some factors impacting success are beyond student control. If you face barriers due to life circumstances or uncontrollable/unforeseen events, communicating with your professor and taking advantage of university services and resources will help you succeed.

Mental Health

1. **Take breaks.** University can be overwhelming, and so can other parts of life. While studying is important, it is also important to keep in mind that it is okay to invest energy into maintaining/working towards your health, happiness, and non-academic goals. If you are exhausted, hungry, unhappy, or have unmet needs, these factors are likely to impede your academic success. You are best prepared to study and learn effectively when you are energized, safe, and motivated. It is okay to take breaks to improve your health and state of mind.

2. **Seek support.** Many people struggle with mental health challenges and difficult life circumstances that act as barriers to academic success. Sometimes, these burdens can be overwhelming and isolating for a single person. Just like if you broke your arm or leg and needed a doctor, sometimes it is not reasonable to try and address health concerns on your own, and it is better to have a little help from others. Supportive peers and trained professionals may be able to help you. The University of Windsor offers various services and supports for students in need of mental health support. Some available support options are listed at: https://leddy.uwindsor.ca/mental-health-resources

3. **Plan ahead.** Students may avoid planning ahead because thinking about the future can induce anxiety. However, the more prepared you are for what is to come, the better you can avoid making mistakes and becoming overwhelmed. Leaving work until last minute, failing to review the syllabus for tests and assignment due dates, or neglecting to

register for courses on time are all situations that can lead to stress. Some stressful situations in life are out of our control, but many can be avoided with effective planning.

4. **Take care of your physical health.** Your physical health is just as important to your success as your mental health is. It is very important that you are not only able to cope with the mental stress that comes with university responsibilities, but also the physical toll that it can take on your body. Sleep is one of the most important factors in your physical health. By ensuring that you are well rested, you can improve your focus, better manage stress, and increase your motivation, which will all help you succeed at university. Much like proper sleep, a proper diet can help provide energy that the body needs to function properly and keep your brain active and engaged with your learning. Physical activity can also be a great source of comfort and health for many people.

Notetaking

1. **Organize notes with headings, dates, and titles.** The physical process of taking notes can help us to process information for learning. However, notes can help us with our learning and studying after class, as well. You may want to re-read, copy, or review your notes prior to exams and quizzes to recall key information. You can make this easier by keeping your future-self in mind as you take your notes. Always date your notes and organize them into categories that make sense to you. Highlighting key ideas or quotes can also help.

2. **Paraphrase and focus on key points.** If you try to write down every word that your professor says during a lecture, you may struggle with notetaking. There is rarely enough time for students to take such detailed notes without falling behind, and you may be so focused on getting your professor's wording right, that you miss new information. Instead, try focusing on listening, more than writing, and take notes on the most important ideas from the lecture as you listen. Paraphrasing means that instead of writing your professor's exact quote down, you rephrase the main idea in your own

words. This not only saves you time and stress but ensures that you need to genuinely comprehend the idea being presented to explain it in your own words.

Focus

1. **Eliminate distractions.** Eliminate barriers to learning by ensuring that your mind is not overwhelmed by distractions when you are trying to study. Often, students struggle to retain information when studying in a noisy space, while multitasking, or when listening to music. Remember that distractions can be emotional and psychological as well. If you have something on your mind that is preventing you from being able to focus on or prioritize studying, try taking a break to clear your mind and address your other needs before turning to your studies. Physical health is also important. If you are exhausted and need sleep, or haven't had a healthy meal, meeting these needs will help to energize and refocus your mind.

2. **Set goals.** Setting goals is an important part of staying focused. Often, when students struggle to pay attention to course material, it may be due to a lack of motivation or interest. Setting S.M.A.R.T. goals can help you make links between your learning and your future. When learning becomes meaningful and represents your path to success, course material will seem more relevant, interesting, and easy to focus on.

3. **Use a study system.** There are many different strategies for studying that have been researched and proven to promote learning and academic success. You can learn about many of these strategies on YouTube, or through an Internet search. Selecting a strategy can help make concentration easier. For example, breaking your workload into chunks can help you plan for the best time to take breaks. Surveying readings beforehand can help you form reasonable expectations about amount of time you will need to do your work, and what key topics you should prioritize. Research different study strategies and see if a step-by-step study system can help you with your concentration.

University of Windsor Services

ACADEMIC SUPPORT

(Note: This list does not include all academic supports available to UWindsor students. Other subject-specific resources are available to help you in your teachable subjects. Visit https://www.uwindsor.ca/156/lots-student-support-services for more information.

Academic Advising Website: https://www.uwindsor.ca/success/advising	The UWindsor Academic Advising Office is a great resource to help undergraduate students with academic course selection, requirements, and challenges. Academic advisors can help you with selecting or changing your program, major, or teachable subjects. They may also help you understand your program requirements and how to add/drop or withdrawal from a course. The Academic Advising office can also link you with other campus services, such as tutors, student associations, SAS, etc. to help support your academic success.
Bounce Back Website: https://www.uwindsor.ca/success/bounceback	Bounce Back is a 9-week long program beginning in the Fall semester, designed to help support students who are struggling to find success in their program or university experience. Bounce Back strives to support students who need help with developing skills post-secondary success, motivation, friendships and connections on campus, an understanding of expectations, or a plan for the future. Bounce Back appreciates that learning strategies and skills are only one of several factors that impact learning and student success (i.e., mental health, social connections, stress).
Campus Bookstore Website: https://www.uwindsor.ca/bookstore/	The Campus Bookstore sells and rents many of the books that you may need for courses throughout your time at UWindsor. It is not a requirement that

	students buy all their books from the Campus Bookstore specifically if they can locate the required texts elsewhere, but the Campus Bookstore is a convenient location for students to do their book shopping, and it is more likely than some other bookstores to have all the texts you need for school in one place.
Centre for English Language Development Website: https://www.uwindsor.ca/englishlanguagedevelopment/	The Centre for English Language Development offers English language training for academic and professional purposes.
Co-Curricular Record (CCR) Website: https://www.uwindsor.ca/success/ccr	The Co-Curricular Record (CCR) program allows UWindsor students to maintain an official record of their on-campus volunteer, paid, and extracurricular involvement. This record can later complement a resume, and be shown to future employers or post-graduate schools. A CCR is a great way for you to showcase your skills, leadership roles, and willingness to participate.
Information Technology Services Website: https://www.uwindsor.ca/itservices/	IT is available to help students navigate and make use of online tools and technology such as Microsoft Teams, UWin accounts, Email, Blackboard, Office 365, OneDrive, and Campus Networks.
Library Services Website: https://leddy.uwindsor.ca/services-undergraduates	Leddy Library offers several services to students, including access to computer workstations, book rental, research help appointments, research tools and database access, writing help, tours, and study spaces.
Outstanding Scholars	The Outstanding Scholars program provides a unique and rewarding opportunity for undergraduate students to do research outside of

Website: https://www.uwindsor.ca/outstandingscholars/What-is-OS	class, working in paid positions for faculty members. Outstanding Scholars gain valuable experience and research skills.
S.T.E.P.S. (Skills to Enhance Personal Success) Website: https://www.uwindsor.ca/success/331/about-steps	The Student Success and Leadership Centre helps students take STEPS towards academic success by offering free tutorials, with no registration required. Tutorials will help students develop study skills.
Student Accessibility Services Website: https://www.uwindsor.ca/studentaccessibility/	Student Accessibility Services helps facilitate academic accommodations for students with documented/diagnosed disabilities.
Student Success and Leadership Centre Website: https://www.uwindsor.ca/success/	The Student Success and Leadership Centre offers a variety of services including: ▪ Central Academic Advising ▪ Bounce Back ▪ Co-Curricular Record ▪ Connecting4Success ▪ External Scholarships and Rewards ▪ LEAD ▪ Leadership Hub ▪ Orientation (Head Start, Welcome Week, and more) ▪ Outstanding Scholars ▪ S.T.E.P.S. ▪ Writing Support (Leddy Library, Main Floor)
UWinsite Student Website: https://www.uwindsor.ca/registrar/uwinsite-student	UWinsite is an important resource available to UWindsor students. UWinsite allows you to keep track of your course grades, schedule, records, relevant tax forms, scholarships and financial aid, and more.
CAREER DEVELOPMENT, EXPERIENTIAL LEARNING, VOLUNTEERING SUPPORT	

Career Development & Experiential Learning Website: https://www.uwindsor.ca/career-development-experiential/	The Career Development and Support Office is available to offer knowledge on job search strategies and labour market information, and to help students with resumes, cover letters, and job interview preparations. Appointments can be booked over mySuccess.
Co-operative Education & Workplace Partnerships Website: https://www.uwindsor.ca/coop-workplace-partnerships/	Co-op and internship programs can help you gather essential transferrable skills. These programs are designed to empower students on their professional development journey through individual attention, constant feedback, and new opportunities.
Ignite: Work Study Website: https://www.uwindsor.ca/career-development-experiential/ignite	Ignite is a work study program that funds part-time jobs on campus for students. Ignite reimburses supervisors up to a limited amount for some of the costs of paying student employees, thereby making it easier for departments to employ more students, and creating more opportunities on campus.
LEAD Website: https://www.uwindsor.ca/success/319/about-lead	LEAD is a volunteer program for UWindsor students. Students can apply for LEAD positions to make a difference on campus, gain skills and volunteer hours, and make connections.
mySuccess Website: https://success.uwindsor.ca/home.htm	mySuccess is an online resource designed to help students discover and apply for job opportunities. mySuccess also can help students learn about and register for events such as workshops and appointments.
UWSA Opportunities Website: http://uwsa.ca/about/uwsa-opportunities/	UWSA offers job and volunteer opportunities for UWindsor students.

VIP – Community Service Learning Website: https://www.uwindsor.ca/career-development-experiential/325/vip	VIP-CSL links students with local community partners, providing students with the opportunity to gain skills for professional development, and community hours. Students can make a meaningful impact on the local community while gaining transferrable skills and experience in essential areas for their future careers.
ENROLMENT SERVICES	
Cashier's Office Website: https://www.uwindsor.ca/finance/student-accounts	The Student Accounts Office offers help and information to students relating to fees (such as tuition), payment options, refunds, tax forms, and unpaid accounts and fees.
Registrar's Office Website: https://www.uwindsor.ca/registrar/	The Registrar's Office offers many services including support in course registration, awards and financial aid, help with applications, enrolment documentation, UWinsite, Student Cards, and important date calendars.
Student Awards and Financial Aid Website: https://www.uwindsor.ca/studentawards/	The Student Awards and Financial Aid Office offers support to students in managing and paying post-secondary educational costs. The University of Windsor offers many scholarships, bursaries, and awards. Eligibility can be determined by academic merit, campus involvement, and financial need. Contact the Student Awards office if you require financial aid or have questions about your eligibility.
UwinCARD Website: https://www.uwindsor.ca/uwincard/297/about-uwincard	UwinCARD is an important tool to students, serving as both student-ID and a card to hold funds for on-campus costs such as meal plans, bookstore purchases, printing and photocopying, laundry, and recreation. UwinCARDs are also used with your bus pass, which

	can be obtained from the UWSA Office in the CAW Centre.
HEALTH AND WELLNESS	
Athletics & Recreational Services Website: https://golancers.ca/	Athletics & Recreational Services seeks to foster an appreciation and involvement in wellness and fitness for staff and students through programs and services such as organized sports and athletics.
Campus Dental Centre Website: https://www.campusdentalcentre.ca/	The Campus Dental Centre is a dental practice located in the CAW Centre. The Campus Dental Centre provides access to family, cosmetic, and preventative dentistry for faculty, students, and the general public.
Campus Food Pantry Website: https://uwsa.ca/services/campus-food-pantry/	The Campus Food Pantry provides food aid assistance to students in need, and seeks to ensure that students never have to choose between tuition and food costs.
Campus Police Website: https://www.uwindsor.ca/campuspolice/	The Windsor Campus Community Police are dedicated to protecting the public and Windsor students. The Campus Police help provide safety for Windsor students and community, and can assist in emergency scenarios.
Peer Support Centre Website: Website: https://uwsa.ca/services/psc/	The Peer Support Centre is an inclusive space where students can talk to other UWindsor students, who are volunteers trained in providing peer-counselling.
Psychological Services & Research Centre Website: https://www.uwindsor.ca/psychological-services-and-research-centre/	PSRC is a training facility for graduate students within Clinical Psychology. PSRC offers psychological services at a low-cost provided by trainees, under the supervision of clinical psychologists.

Sexual Assault and Sexual Misconduct Website: https://www.uwindsor.ca/sexual-assault/	The Office of Sexual Assault and Sexual Misconduct provides support for students, staff, and faculty who have experienced any form of sexual misconduct. Support can include referrals, accommodation, and advice on reporting options and more. You can seek help from caring individuals at this office, who are there to listen. What happens next is up to you. Seeking support does not obligate you to report an incident.
Student Counselling Centre Website: https://www.uwindsor.ca/studentcounselling/	The Student Counselling Centre provides free mental health counselling to all registered students. Counselling is completely confidential, and is provided by trained professionals within the mental health field.
Student Health Services Website: https://www.uwindsor.ca/studenthealthservices/	Student Health Services is an on-campus family physician's office for students. Student Health Services provides many supports such as medical care, counselling, and referrals. Student Health Services is located upstairs in the CAW Centre.
University Pharmacy Website: https://universitypharmacy.ca/locations/windsor/	The University Pharmacy is an on-site pharmacy located downstairs in the CAW Centre. The University Pharmacy provides pharmaceutical services, such as filling prescriptions, and providing immunization support.
LIVING SUPPORT	
Canterbury College Student Housing Website: https://www.uwindsor.ca/canterbury/440/student-housing	Canterbury College Student Housing provides a variety of student housing options for mature students studying at the University of Windsor
Food Services Website: https://www.uwindsor.ca/foodservices/	Food Services provides meal plans to students to be used in on- and off-campus dining.

Off-Campus Housing Website: http://uwsa.ca/resources/housing-info/	Off-campus housing can be found through different websites such as Places4Students.com. Places4Students seeks to help students find available student housing options for the best price.
Parking Services Website: https://www.uwindsor.ca/parking-services/	Parking Services provides access to on-campus parking for students, staff, and faculty through the sale of permits. Many different options are available, based on need.
Residence Services Website: https://www.uwindsor.ca/residence/	Residence Services provide students with access to on-campus living. With a wide variety of residence options, Residence Services helps students to select the option best for them, feel connected to the campus community, and develop friendships at the University of Windsor.
Walksafe Website: https://uwsa.ca/services/walksafe/	Walksafe is a free student-run service for all students, staff, and faculty. Walksafe provides volunteers that are available walk with any individual to provide comfort and added safety, accompanying them to their home, car, or other location.
ORIENTATION AND TRANSITION	
Connecting4Success Website: https://www.uwindsor.ca/success/c4s	C4S is a networking program for students seeking support at university. C4S seeks to help students increase their knowledge of campus resources through events. C4S also connects students to knowledgeable peers to learn about on-campus support and opportunities
Head Start Website: https://www.uwindsor.ca/orientation/349/headstart	Head Start is a summer orientation program designed to help incoming students with the transition to post-secondary education. Head Start

	provides faculty presentations, information sessions, campus resource information, and opportunities to meet other incoming students
New Student Orientation Website: https://www.uwindsor.ca/orientation/	New Student Orientation is a program provided to incoming first-year students at the University of Windsor. New Student Orientation seeks to aid new students in their transition to university through services and events, such as Head Start and Welcome Week.
Support for Parents & Families Website: https://www.uwindsor.ca/success/parents/	Support for Parents & Families helps family members of incoming students learn how to balance the goals of providing support to their child, and fostering independence.
Transfer Student Support Website: https://www.uwindsor.ca/success/387/transfer-students	Transfer Student Support aids new transfer students in their transition to UWindsor, providing assistance in many areas, such as progress reports, course registration, and university policies and practices.
Windsor Welcome Week Website: https://www.uwindsor.ca/orientation/298/windsor-welcome-week	Windsor Welcome Week is a collection of student-run events to help incoming students adjust to and feel welcomed into the University of Windsor campus and community. Welcome Week helps students to develop long-lasting friendships, meet faculty, staff, and student leaders, and start university with good memories.
SOCIAL / CULTURAL SUPPORT	
Aboriginal Education Centre Website: https://www.uwindsor.ca/aboriginal-education-centre/	The Aboriginal Education Centre supports Indigenous students at the University of Windsor by providing a culturally supportive atmosphere. To help you succeed, the Aboriginal Education Centre (Turtle Island) offers the following services, and more:

	▪ Friendly and knowledgeable staff who can refer you to various student support services on campus ▪ cultural programming and events ▪ information on awards and bursaries ▪ Native Student Alliance ▪ a lounge and study area where you can socialize, study, or just relax ▪ printing, scanning and faxing services ▪ volunteer and work opportunities; ▪ School visits and community presentations
Campus Ministry Website: https://www.uwindsor.ca/campusministry/	Campus Ministry provides pastoral services for students, faculty, and staff at the University of Windsor, as well as faith-based support and community.
Campus Pride Centre Website: https://uwsa.ca/services/pride/	The Campus Pride Centre helps to provide a safe space for students who identify with the LGBTQ+ community at the University of Windsor. The Campus Pride Centre holds many events and celebrations for students to attend. This is a space for students to enjoy, feel supported, and find community on campus. This centre provides a positive environment for Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Two-Spirited, Intersex, Pansexual and Asexual individuals and their allies on the University of Windsor campus.
Human Rights, Equity and Accessibility (Office of) Website: https://www.uwindsor.ca/ohrea/	The Office of Human Rights, Equity and Accessibility (OHREA) is responsible for education, human rights inquiries, violations and complaints, government reporting, policy development, and other matters requiring accountability

	at the University of Windsor within these fields.
International Students Centre Website: https://www.uwindsor.ca/international-student-centre/	The International Students Centre supports international students studying at the University of Windsor in several ways, including providing information on taxes, permits, policies, university, supports, Green Shield, and more.
Multi-Faith Space Website: https://www.uwindsor.ca/389913/multi-faith-space	The Multi-Faith Space is a designated on-campus space to be used for prayer/meditation and religious observances. This space is located in the basement of the CAW Centre. The Multi-Faith Space can be accessed using your UWin card. This space includes a bookable area that can be reserved for groups or use by individuals. There is also a front common area that is open to everyone at all times regardless of faith, religion, gender, etc.
Womxn's Centre Website: https://uwsa.ca/services/womxns-centre/	The Womxn's Centre is a safe and welcoming space for people of all backgrounds and expressions at the University of Windsor. The Womxn's Centre is a pro-choice, feminist space that offers resources, support, and information to guests.
OTHER SERVICES	
Campus Services Website: https://www.uwindsor.ca/campusservices/	Campus Services offers integrated services for UWindsor students. Some examples of services offered include Campus Bookstore, Food Services, Campus Parking, Catering, Print Shop, UWinCARD, and Conference Services.
Daycare Services UWindsor Website: https://www.uwindsor.ca/daycare	Great Beginnings Child Centered Cooperative is a non-profit, fully licensed Child Care Agency, located

Great Beginnings Website: http://greatbeginningsdaycare.ca/	close to the University of Windsor Campus, at 820 California Avenue.
EPICentre Website: https://www.epicentreuwindsor.ca/	EPICenter is the hub for all entrepreneurial endeavours on the UWindsor Campus. EPICentre offers workshops, networking events, makerspaces, mentorship and funding opportunities, and more.
Office of Student Experience Website: https://www.uwindsor.ca/studentexperience/	The Office of Student Experience offers many programs to support UWindsor students in maintaining their wellbeing and mental health, transitioning to university, developing professionally, living off-campus, and engaging with co-curricular activities.
Student Clubs and Societies Website: https://uwsa.ca/student-groups/student-groups/	UWindsor offers a variety of student clubs. Often, student clubs are fun spaces for groups of students with common interests or aspirations. However, this is not always the case. UWindsor student clubs also provide safe spaces and resources for students facing common struggles, such as discrimination, chronic health concerns, addiction recovery, etc. Student clubs present an opportunity for students to find community and meet others with similar values, interests, and/or experiences. If you have an idea for a student club, you can start one, too!
University COVID-19 Resources and F.A.Q. Website: https://www.uwindsor.ca/coronavirus/faq-students	The university provides guidance and updates for students as the COVID-19 pandemic continues to impact student experiences and university functions. Check out the UWindsor website for answers to questions, as well as services and support for students amid COVID-19.