MENTOR HANDBOOK

Concurrent Education Peer Mentoring Student Experience Program

Program Manual

MENTOR HANDBOOK

CONCURRENT EDUCATION PEER MENTORING STUDENT EXPERIENCE PROGRAM

CONTENTS:

Welcome !

Identifying Your Needs and Goals (Reflection Activity)

Welcome to your peer mentoring role. Being a peer mentor provides you with opportunities to develop leadership and communication skills, gain confidence, and be a positive role model. You already possess knowledge, skills and experiences that can be helpful to less experienced peers in the Concurrent Education program. The feedback you get from your mentees will help you grow as a professional. As you get to know your mentees and their needs and strengths, you will continually adjust your approach to help motivate mentees and enable them to become more confident, capable, and self-sufficient. Your role is to share information and demonstrate processes and skills that will empower mentees to be more connected with resources and support, and more confident in solving problems. It will be beneficial for you to reflect on the strengths and skills you can offer as a peer mentor as well as areas that you will want to improve. You will complete the Mentor Skills Self-Assessment and ask your mentee group to complete and share information from their own self-assessment for the next session to help you learn what sort of support and activities would be most valued by group members.

Activity: Complete the Mentor Skills Self-Assessment to help you reflect on your strengths and areas for development relevant to peer-mentoring. During your initial sessions, encourage mentees to complete and share information from their mentee self-assessments (included in mentee handbook) to help identify their individual needs and goals and collectively discuss shared needs and goals

Effective Mentoring

- A positive mentoring relationship takes place in a safe, non-judgemental and friendly space.

- Effective mentoring requires many of the same skills required for effective teaching. These include but are not limited to time management skills, active and reflective listening skills, problem-solving skills, strategic goal-setting skills

- Mentoring relationships are mutually beneficial. Both the mentee and mentor have the opportunity to learn and grow from the mentoring experience.

- Unlike other forms of teaching relationships, peer-mentoring relationships do not have as much of an imbalance of power between mentors and mentees. This can encourage more open and honest communication in peer-mentoring relationships, Mentees may feel more comfortable posing questions to a peer mentor than to faculty.

- In this program, the focus of the peer-mentoring relationship is empowering mentees to adjust to university and meet their goals.
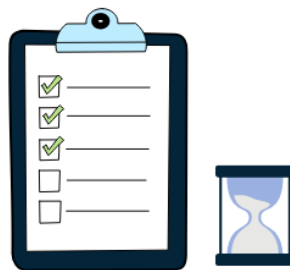
Support   Skill   Communication

Roles and Attributes of a Mentor

As a mentor, you have the opportunity to play an important role in helping your mentees adjust to university, and to the Concurrent Education program. This is also an opportunity for you to develop soft skills which are essential to the teaching profession (i.e., effective communication, active listening, empathy). For you to make the most of your mentoring experience, you are encouraged to do the following:

Maintain Regular Contact with Your Mentees

Some mentees may feel nervous reaching out to you at first, so it is important to check-in with them to encourage open communication as they work towards their goals. Regularly check your UWindsor email and any group chats with your mentoring group for messages from your mentees. Respond as promptly as you can to questions and messages from your group. You will develop the trust and respect of your mentees by following through on the activities you say you will do. You will likely find that some mentees are eager to make the most of the mentoring experience, while others are more independent and reserved. Your mentees may have different needs, and that's okay! The most important thing is that your mentees understand that you are there as a resource for them, and that steps are taken to ensure they do not miss out on desired mentoring experiences due to communication barriers such as anxiety, or difficulties with new technology. Some mentees also may become more comfortable and open to communication as the year goes on, so be sure to keep checking in! Even mentees who do not message you directly may appreciate being provided with some resources on course selection, etc.

Offer Insight About the UWindsor Student Experience and the Concurrent Education Program

Think about what you wish someone had told you in your first year of university. Many of your mentees may not know what to expect from their UWindsor student experience, and may have some anxiety relating to anticipating and navigating their experiences in the Concurrent

Education program. Your insights when it comes to course selection, study habits, what to expect in observation and classroom experiences, etc. may be very valuable to your mentees.

Empower Your Mentees

Mentees usually have some ideas on how to solve problems. Rather than being given solutions, they need someone to ask the right questions to help them think through options and come up with their own solutions. Your role is not to solve problems for your mentees, but to give them the tools to solve the problem. By facilitating the problem-solving process, you can empower mentees to solve their problems effectively, rather than fostering dependence. The best answer is sometimes a series of questions.

Suggested Activity: Review the Problem-Solving Worksheet to help you prepare to help mentees work through their problems using a step-by-step process.

Support and Encourage Mentees

Your role as a mentor involves supporting your mentees in various realms as they adjust to changes, and experience their first year of university. This support may be directed at academic, emotional, psychological, or social needs. It is not necessary for you to share personal information with your mentees to be an effective mentor. In fact, the desired outcomes of this program focus primarily on mentee experiences. However, there may be times when sharing an experience of yours could be helpful to your mentees, by improving their understanding of their own experiences in the program, offering new perspectives, or helping them feel hopeful, reassured, and less alone.

Maintain a Positive Attitude and Open Mind

As a mentor, you are a positive role model for your mentees. You will demonstrate leadership, positive self talk, and foster motivation and hope. You must display a positive and professional attitude and respect for the values and policies of the University of Windsor and the Concurrent Education Program. To maintain trust and integrity, you must show congruence between what

you say to your mentoring group and how you speak and act in places where you can be heard and observed. Another way to build trust is to be clear about what you can offer, and do not provide advice beyond your expertise. If you are unsure about something, let your mentees know this and help them find the answers. If there is a problem requiring professional expertise such as an academic conflict, mental health issue, or need for tutoring, direct the student to the services that can provide expert help in these areas. It will be helpful to your mentees to watch how you model learning, reflection, and problem-solving strategies. You may help your mentees cope with stress, encourage healthy living, and ask questions that will help them identify problems and actions to address these challenges.

Suggested Group Activity: Have your group identify skills and characteristics that would make an ideal mentor and 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)

Overcoming Challenges: F.A.Q.

Frequently Asked Questions

What if I can't get in touch with my mentees?

Mentees are experiencing many things in their first year of university. For some students, it can take time to understand university expectations, and how to prioritize relationships and responsibilities. For some mentees, this may affect communication in mentoring groups. If you have reached out to your mentees, and have not heard back, don't give up!

Try to reach out to your mentees more than once. If you have different contact information for your mentees, you can try to reach them through different channels. If you only have your mentees' UWindsor emails, you can reach out using email, as well as Microsoft Teams chat. In your message, make sure it is made clear that a response is expected from your mentee. Some mentees might struggle with forming a response, so providing some prompts may help mentees feel confident enough to respond.

Here are some prompts you could include in your messages to mentees:

- Please respond and tell me what your teachable subject is.
- Respond by telling me the best way to reach you. Provide contact or social media information if you would like to continue mentoring discussions on another platform
- Respond by telling me a bit about yourself. Where are you from? What are you most excited/nervous about as you begin university?
- Respond by sending me your class schedule, so I can make sure not to plan any future meetings during your class time.

If you have made multiple efforts to contact your mentees and have tried problem solving, you may reach out to your professor in EDUC-3399 for some help getting in touch with your mentees. Ideally, you should be in touch with your mentees before the first round of midterm exams.

If you are not able to maintain a connection with your mentees after problem-solving, you may consider pairing up with another mentor in the same Faculty to co-mentor with them and support the mentees in their group.

What if my mentees are not attending meetings?

If your mentees are not attending meetings, it is important to connect with your mentees in order to identify why this is happening. Are your mentees feeling too busy during your planned meeting time, or in general? Do your mentees feel that the meetings will not provide the type of support they need? Are your mentees shy, and uncomfortable with the meeting setting/approach/format? Investigating these questions can help you learn how to best support your mentees, based on the individual challenges they are facing.

You can still obtain the number of hours you need as a mentor without having formal meetings, if this format is not ideal for meeting the needs of your mentees. Other forms of mentoring support may include:

- Creating and sending helpful resources to your mentees
- Calling, texting, emailing, or messaging with your mentees throughout the week to offer virtual mentoring support
- Providing informal support outside of "meetings" in the form of hangouts, game nights, and opportunities to de-stress

What if my mentees do not want mentoring support?

If your mentees indicate that they are comfortable with their first-year transition and do not want mentoring support, there are a few steps you can take as a mentor. Remember that this program is designed to help mentees, and so it is not the goal to push mentees towards engaging in activities that mentees find stressful or unhelpful to participate in. However, mentoring can be adapted to suit the needs and learning styles of different mentees. Speak to your mentee about which aspects of the mentoring program may appeal to them, and which forms of mentoring support they would be most comfortable with. Is your mentee excited about the prospect of pairing up with other mentoring groups to make friends? You can still send your mentee helpful information, presentations, and reminders, or check-in with them throughout the year to see if their needs change. If your mentee is unreceptive to any types of mentoring support, you can reach out to the program coordinator to discuss your options. You may consider pairing up with another mentoring group as a co-mentor, if this is deemed the best option by both you and your mentee.

What if my mentee asks me about something I can not help them with?

It is an expectation in this program that mentors do not provide services to mentees that they are not qualified to offer. This may increase stress in the mentoring process. Instead, strive to link mentees with other services and professionals to help them with their challenges. You may find the resources list at the back of this handbook helpful!

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 growth 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 identification, 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.** 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.

The University of Windsor is committed to actions that promote equality, inclusiveness, and diversity. As a mentor, you are in an influential position, and you are responsible for contributing to a climate of acceptance and respect for all persons at the university. Here are some guidelines to help demonstrate inclusion and appreciation of diversity:

- Use language that promotes positivity and does not reinforce stereotypes.

- Set guidelines for acceptable expression in your mentoring sessions. Make it clear that while venting frustration is allowed, it must be done in a respectful way. You will not tolerate disrespectful treatment, language, or reference to any mentee, group, or faculty member.

- Within your group, ensure that all mentees feel welcome, and no student is left out of the discussion or activity.

- Promote sharing and interest in diverse perspectives, cultures, and customs.

- Beyond the group, ensure that all mentees can access the services they need on campus. If mentees require support to overcome physical, cognitive, sensory, or language barriers, you may support them in expressing their needs and accessing Student Accessibility Services

- If a mentee requires help to connect with a social or cultural network, help them identify opportunities consistent with their interests and desires.

- Continually reflect on your own actions, cultural assumptions, and perceptions. Consider training opportunities to enhance your own cultural competency.

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

- 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, and their communication needs.

- Invite input regarding language concerns and learning preferences. Incorporate learning formats other than lecture style (e.g., interesting visual materials, etc.)

- Be sure that mentoring groups are a safe place for all mentees to share ideas, perspectives and needs. Encourage members to share their ideas and create a climate of respect both within the group and in interactions outside the group.

- If members are feeling excluded or marginalized within the campus, encourage them to talk about this and have the group respond with support, advocacy, and respect. If a mentee is still feeling isolated, encourage connections with additional support based on needs or common experiences.

Preparing for Mentoring

Your experience as a student in the Concurrent Education program has done a lot to prepare you for the role of peer mentor. You have learned how to navigate campus, access services, manage technology, and plan your courses. You have developed study and communication skills, and adapted your habits to succeed in university. You are familiar with expectations of the Concurrent Education program. Your experience has given you knowledge and empathy to share with your mentees. There are just a few additional tasks which will help you prepare for your role as mentor:

- Review this handbook: Reading through the entire handbook will help you think ahead about your mentoring role. You will find some resources and ideas to help you structure your mentoring sessions.

- Review the Mentoring Session Log. You will need to log your mentoring hours, and submit a record of them as a part of your *Teaching and Learning: Part II* course.

- Reflect on your own experience: Was there anything you needed or wished that someone had helped you with when you were in your first year of concurrent education? What were your challenges and how did you overcome them? What lessons have you learned that might benefit your mentees?

- Take stock of your skills and knowledge: Complete the [Mentor Skills Self-Assessment](#) to identify what skills and assets you have that will help with mentoring. Are there any areas you might need to brush up on? As a mentor, you don't have to have all the answers, but you need to demonstrate a willingness to learn alongside your mentees, and to reflect and grow in your role as a mentor.
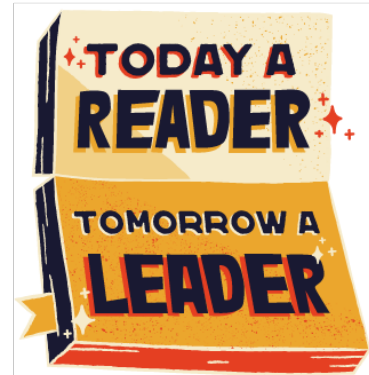
- Think about your boundaries and scheduling: You must balance your time and energy with your other obligations including coursework, and professional and personal activities. What sort of meeting schedule will work for you? Some mentoring groups may meet weekly for the first four or five sessions, but then drop to meeting every second week. You may want to meet with all your mentees at once, or you may find that some mentees prefer group settings, while others benefit from individual attention. What sort of schedule will work for you and your group? How would you want mentees to get a hold of you if they had a question between group sessions? Be prepared to discuss these topics in your initial session with mentees.

- Reach out to your mentees: Once you have thought about these issues, and received your mentee list, you will reach out to introduce yourself and invite mentees to connect and meet with you. You can adapt the Introductory Letter and distribute it by email to start your relationships, and invite mentees to their first session.

Suggested Activity: Complete the Mentor Skills Self-Assessment. Complete and distribute the Introductory Letter.

Suggested Topics and Timeline

Frequency of Meetings

To best support your mentees, it is recommended that you begin with a weekly or bi-weekly meeting schedule in the first semester. You and your mentees can decide on a schedule that works for everyone. If you and your mentees prefer a more informal approach to mentoring, try to be in touch on a weekly basis, even if meetings are not held. You should aim to have regular communication with your mentees within the month of September, so that your mentees have support as they transition to university, and approach midterm exams.
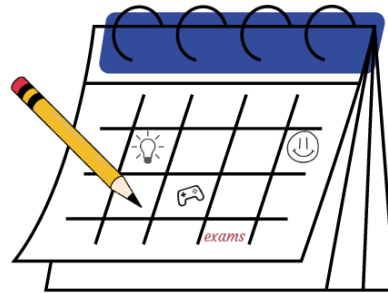
One important goal of mentoring is to foster independence in mentees. Although mentors nurture and support mentees, this nurturing is done in the hopes that mentees will eventually require less mentoring support. Approaching the second semester, your mentees may feel more comfortable in their transition to university, and ready to work towards their goals more independently. You may consider decreasing the frequency of your meetings and communications to bi-weekly or monthly, depending on the needs and preferences of your group.

Topic/Activity Suggestions for Different Points in the Year

PRIOR TO SEMESTER ONE MIDTERMS	
Helpful Topics to Explore with Students:	**Activities to Consider:**
- Office Hours and interacting with professors - Campus layout - Time management tips and work/life balance in university - What is a philosophy of education? - The importance of proper formatting (APA, MLA, etc.) - Preparing for exams - The process of completing exams - Receiving support through SAS - Second teachable subjects and requirements	- Campus tour to locate classes, CAW Centre, Student Health Centre, etc. - Social event as a mentoring group, or with other mentoring groups - Philosophy of Education: first draft workshop

BETWEEN SEMESTER ONE MIDTERMS AND WINTER BREAK	
Helpful Topics to Explore with Students:	**Activities to Consider:**
- Classroom Observation (forms, background checks, contacting schools, related assignments) - How to know which courses to take next semester and academic advising - How to register for classes through UWinsite - Study tips and preparing for final exams - Managing stress and staying healthy amid exam stress - Clubs, sports, and opportunities to get engaged at UWindsor - Discussion about mentoring support so far: What has been helpful, and what to change next semester	- De-stressing activity as exams approach (walk around campus or by the river, game night, etc.) - Mentor sharing an example of note taking methods, helpful tips or apps, etc. - Adding classes to UWinsite shopping cart demonstration - Large mentoring group event: collaborate with other groups for an information session or fun social!

BETWEEN WINTER BREAK AND SEMESTER TWO MIDTERMS	
Helpful Topics to Explore with Students:	**Activities to Consider:**
- Additional Qualifications, IB, and QECO - Obtaining a classroom observation placement (if students have not done so already)	- Revisiting teaching philosophies - Help mentees with writing an email to request a classroom observation placement

• Long-term goal setting • Student Health Centre and other important UWindsor services • Lessons learned from course experiences last semester	• SMART goal setting worksheet • New Year's Resolution sharing

BETWEEN SEMESTER TWO MIDTERMS AND SUMMER BREAK	
Helpful Topics to Explore with Students:	**Activities to Consider:**
• Layout of the Con. Ed program: What to expect in 2nd and 3rd year • Summer courses: Why you might take them and how to register • Opportunities to get engaged in year two: clubs, sports, Outstanding Scholars, etc. • How to find summer employment on MySuccess	• De-stressing activity • Large group event • Mentor sharing stories from their first-year • Group study session

Getting to Know Each Other

In the first session with your mentors, you will introduce yourself, and let mentees know your role and how you will be available to communicate and meet. You may share a little bit about how you came to be in the Concurrent Education program and a little bit about your background and interests. You will provide opportunities for the mentees to introduce themselves and tell a bit about themselves. You may ask mentees to talk about the classes they are taking. You might ask whether they have become involved in any groups on campus or in Windsor. You may also encourage them to share a little about their background and interests. In this session you may talk a bit about roles, boundaries, and confidentiality. You will want to let mentees know the best way to contact you and set up a tentative meeting schedule and next meeting date and time.

Icebreaker Activities:

A fun way to help your mentee group get comfortable with each other is to offer ice breakers at the beginning of sessions. Look over the suggested Ice Breaker Activities and select one or two that you might want to try with your group. You may also use ice breakers that you or your mentees suggest. In addition, it may be fun to do team-building activities such as a game night, scavenger hunt, virtual movie night, virtual dinner with recipe exchange, or watch a relevant Ted Talk together.

Goal Areas:

You will ask mentees to share their ideas about their needs and goals for this year and what kinds of activities they would like to see happen though the mentoring program. You will encourage them to fill out the Mentee Self-Assessment (included in Mentee Handbook) and identify general goal areas from this tool. You will discuss some ideas of potential areas for intervention and ask your mentees for input.

Note: In subsequent sessions you may introduce the SMART Goals Framework, as described later in this handbook.

Potential Areas of Intervention:

In addition to supporting mentees, you want to help them gain skills for supporting and reinforcing each other. It may be helpful to have a group discussion on how they can show respect and support for each other. It may also be beneficial to discuss communication skills such as active listening, open-ended questions, reflecting, and summarizing. Information on this topic is included in this handbook. Active listening is not only crucial to your success as a mentor, but these skills are crucial to the success of mentees in helping each other and in becoming good educators.

Mentees may want to discuss tips for studying effectively. It is even possible that they will want to form study groups with each other. A Study Tips handout is included in this handbook as well as in the mentee handbook. This resource can get your mentees started with some helpful study suggestions.

The group may wish to take tours of various areas on campus (pending COVID precautions). For example, they may be interested in visiting the library, fitness club, or technical support area. Once COVID restrictions are lifted, your group may also consider community service activities or social activities such as nature hike, bowling, a scavenger hunt, games night, intramural game, or pizza party.

Suggested Activity: Review the Social Activity Planning Sheet to help you plan activities or events with your mentees.

Another Possible Activity: Discuss ePortfolio development and resumes.

How You May Help Your Mentees

Support

Mentoring can be essential in facilitating affirming social relationships amongst mentees and mentors, or mentee group members. Supporting mentees involves:

- Interacting with mentees in an encouraging and warm manner
- Demonstrating interest in mentees' success and wellbeing
- Expressing a desire and taking steps to help mentees fulfill their needs and goals
- Validating mentees' feelings and experiences and helping them feel less alone
- Encouraging the formation of positive social connections amongst mentees

Knowledge

An essential part of mentoring involves sharing knowledge with mentees in an accessible, helpful way. For example, the sharing of information should be scaffolded to ensure that mentees perceive the information provided as digestible and relevant. Knowledge can be made more accessible by avoiding the use of jargon mentees may be unfamiliar with, and connecting new information to mentees' previous knowledge and experiences. This form of mentoring support also may include sharing of non-academic information. For example, a mentor may share a story about their first-year experience to help comfort and offer new perspectives to mentees. It is also important for mentees to reflect on current knowledge to make connections, and understand how learning is relevant to their future, goals, and personal growth.

Integration

The Concurrent Education Peer Mentoring Program aims to help mentees adjust to university life and become better integrated into the campus and learning community. Mentoring support in this domain involves helping mentees establish social connections at the university, engage with campus clubs and groups, become active and confident in student life, understand their courses and program, and develop a sense of belonging at the University of Windsor.

Linkage

A peer mentor can share their knowledge of services to help mentees become better oriented and familiar with the university campus, website, and services. Mentors can recommend resources and link mentees with needed services and opportunities that first-year students may be unaware of. For example, mentors may inform students struggling with plagiarism policies or essay writing that Leddy Library offers informative writing workshops. See the appendix in this handbook for a [List of Campus Services](#).

Leadership

Leadership is an important aspect of mentoring. Peer mentors demonstrate leadership by acting as role models to mentees, providing guidance, and helping mentees understand and meet university expectations. In the beginning, your mentees may rely on you quite a bit for direction, skill demonstration, and leadership. As the year progresses, you may provide opportunities for the mentees to share in leadership roles, for example by planning or facilitating a session, or sharing information with peers.

Support
Knowledge
Integration
Linkage
Leadership

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. Additionally, you may choose to gather with other mentoring groups based on common interests, friendships amongst mentees, and more.

You may find it helpful to meet as a large mentoring group for several reasons. Some benefits to large mentoring groups are noted below:

- Mentors in large mentoring groups can collaborate with each other to lighten the workload, and 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 seasons   - 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)

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 help your mentees achieve success, it is important that they identify goals. Setting goals will help them focus and will help you support them in staying on track. When setting goals, encourage your mentees to use 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

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

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

Timely - Create a timeline to show when you will meet your goal and what steps you will take by various dates

You can demonstrate the process of setting SMART goals with your mentees by applying the SMART Goals Worksheet to a shared group goal or to one of your own goals for mentoring.

Activity: Invite mentees to use the SMART Goals Worksheet to identify a goal they hope to meet with support from the mentoring program. Encourage them to share their goal with the group and discuss how group members can support them with the goal.

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 their needs and goals. In the middle stages of the mentoring relationship, you will help mentees work towards their goals and support each other. Initially, you may help your mentees quite a bit with understanding expectations and resources and developing skills. However, as they progress through the program and learn about resources, skills, and expectations, they will be able to show more initiative in solving problems and helping other group members. Goals of the mentoring program include helping the mentees to become more confident, self-directed, and integrated with peers. You will be pleased to see progress to a point where your mentees rely less on you for guidance and where they support each other and share ideas and experiences of successes. Towards the final stage of the program, you will work on transitioning mentees toward more self-directed use of the skills and knowledge they have acquired while ensuring that they have other available support. 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.

Boundaries

To best help your mentees, you must focus on their needs and not allow your own needs to direct your actions. You can provide information and suggestions, but you must respect the mentee's right to decide on their own actions. Although you can be friendly, you will not be equal friends as you must maintain some degree of professional boundaries and filters. Discussing your personal views on controversial topics such as politics and religion is not advised. It is not appropriate to have intimate relationships or use substances in the presence of mentees as these behaviors compromise the helping relationship. Additionally, since the goal of mentorship is to help your mentees solve their own problems and develop knowledge of resources and skills, it is important that you do not solve problems for your mentees. For example, you should not provide mentees with money, housing, or course-specific academic support, but you may help them develop study skills or communication skills, problem-solving, and knowledge of resources. Although you may briefly share your own stories and experiences when you think these will help the mentees, you should try not to get caught up in talking about yourself. Just share information that is relevant and has a point that will help them to gain hope or move forward to resolve a concern. For example, you might say "In my first year, I had a similar problem, and what helped me to get through it was …". While it is important that you be available for mentees during pre-agreed times and platforms, you need to set clear expectations so that mentees understand when and how it is appropriate to contact you.

Suggested Activity: Decide on how you wish to communicate with your mentee group, what topics and interactions are within your scope, and what sort of activities or requests could potentially create problems or misunderstandings. Prepare to diplomatically set some ground rules with mentors from the beginning regarding times and ways to communicate with you, venues for meeting, and areas of focus. If you haven't already done so, complete the Introductory Letter.

Confidentiality

Mentor-mentee relationships are built on trust. An important part of developing trust in maintaining confidentiality. Mentoring provides an opportunity for you to practice professionalism and integrity. Mentees need to feel that they are in a safe, supportive space to share their struggles and challenges with the mentoring group. As a mentor, you are responsible for maintaining a climate of respect between all group members. You must set guidelines early on with your group about the kind of language and behaviors that will be acceptable and supportive. It is imperative that all group members use discretion and observe the confidentiality and contributions of other group members by not dismissing, interrupting, gossiping, or disclosing personal information about members outside of the group. At the same time, mentees must be told that you will share some information in a professional way with your co-mentor and your supervisor who is responsible for overseeing the program. You must also explain to your mentees that confidentiality cannot be maintained in situations where you have reasonable grounds to believe a mentee is at risk of harm to self or others. Another situation that must be reported is grounds to suspect that a vulnerable person is being abused. If a mentee has a serious mental health or substance problem, it will be important to help them link with professionals who can help them. In some cases, it may be necessary to have a few one-to-one discussions with a mentee outside of the group, to discuss concerns and advise them of where and how to seek help. However, if there is an on-going need for private discussions, it may be important to involve the supervisor in a discussion of how to proceed.

Activity/ Reflection: 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 will check in with mentors and mentees and provide assignments to help you reflect, and offer suggestions when needed. 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. Mentors are expected to keep a log of their sessions with mentees including the date of meeting, who attended (first names), time spent, and brief notes regarding focus and plan for follow-up. These logs are for the mentors only and should be stored in a private location and not shared. You may use them to refer to when recording your time, reflecting, completing assignments and planning next sessions. You are required to track your hours and report these to the supervisor. Signatures are not required to verify your hours, which will be recorded using an honour system.

Suggested Activity: Review the Mentoring Session Log (available on Blackboard) and complete these forms for each session.
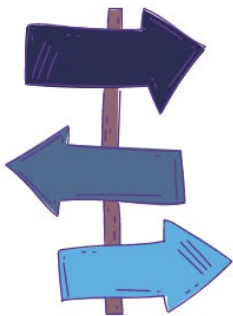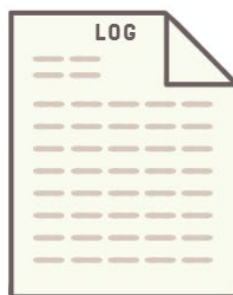
GUIDANCE   PROGRAM REQUIREMENTS   LEARNING SUPPORT

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 small groups together for a larger activity. 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. Some topics you may talk to your co-mentor about include ways to break the ice, how to motivate mentees, dealing with conflict, and how different activities have worked out.

Appendix - Forms and Resources

Mentoring Skills, Values, and Readiness 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

SKILLS AND HABITS *Rate your agreement with the statements below*	Agree	Unsure	Disagree
1. I am comfortable with speaking up in a group			
2. I organize my time and notes to be prepared and reliable			
3. I use reflective listening skills			
4. If I do not know the answer, I will keep searching until I find out			
5. I have a respectful attitude			
6. I am able to give feedback diplomatically			
7. I welcome constructive feedback			
8. I am able to set boundaries			
9. I am comfortable dealing with conflict			
10. I know the steps to take to solve problems			
11. I am able to communicate using a variety of media			
12. I am comfortable with respecting and encouraging diversity			
13. I have skills for managing stress and emotions			
14. I will keep a confidential record of my mentoring activities			
KNOWLEDGE *Rate your agreement with the statements below*	Agree	Unsure	Disagree
15. I have knowledge that will be helpful to mentees			
16. I am able to answer questions about the university website			
17. I am able to answer questions about resources on campus			
18. I understand how to search and reference information correctly			
19. I understand how to write effectively			
20. I am knowledgeable about the Concurrent Education program and its expectations			
21. I have knowledge of university policies and services			
22. I am comfortable discussing theories and resources related to teaching			
23. I understand the obligations and exceptions to confidentiality			
24. I am able to explain my role as a mentor			
INTEGRATION *Rate your agreement with the statements below*	Agree	Unsure	Disagree
25. I am able to advise mentees about groups and activities they can join			

#	Statement			
26.	I am willing to learn and engage with university services alongside my mentees.			
27.	I am able to share information about the City of Windsor			
28.	I will support mentees in becoming part of learning communities			
29.	I will support mentees in adjusting to differences between high school and university			
30.	I can share info about places to go and things to do on or near campus			
31.	I am willing to facilitate social activities between mentees			
32.	I will facilitate the sharing of ideas between mentees			

LEADERSHIP AND VALUES *Rate your agreement with the statements below*		**Agree**	**Unsure**	**Disagree**
33.	I believe I can be a helpful and supportive to mentees			
34.	I believe I can inspire others			
35.	I will be a positive role model			
36.	I will plan some information sessions for mentees			
37.	I am able to accept and respect diversity			
38.	I am able to help mentees identify goals and develop action plans			
39.	My approach can be flexible based on the interests and learning needs of mentees			
40.	I understand the need to help my group work through stages of building trust, identifying goals, building capacities, and transitioning toward closure			
41.	I am eager to invest in the growth of mentees			
42.	I appreciate the need for diplomacy and confidentiality in mentor-mentee relationships			

LINKAGE *Rate your agreement with the statements below*		**Agree**	**Unsure**	**Disagree**
43.	I will notify a program supervisor if there are concerns about safety and well-being of mentees			
44.	I know how, where, and when to access services for mental health support			
45.	I know how, where, and when to access services for substance use			
46.	I know how, where, and when to access physical health services			
47.	I know where students can access support for housing			
48.	I know where students can go to seek financial aid			
49.	I know how students can access support for academic concerns			
50.	I will guide/direct mentees on how to access the specialized services they need			

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? |
| |

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

Introductory Letter Template:

Dear _____ [name of mentee],

Hello! I am a fourth-year Concurrent Education student at the University of Windsor. As part of my Teaching and Learning course this year, I have been given the opportunity to be a peer mentor for a group of first-year Concurrent Education students. You have been identified as a mentee in my group! I am reaching out to invite to attend our first meeting on _____ [insert date and time] via _____ [insert location and platform]. I also want to share a little bit about myself.

Prior to enrolling in the Concurrent Education program _____ [insert information about you, such as your hometown, previous studies, employment, etc.]

Since coming to the University of Windsor _____ [insert information about you, such as your major, groups you are in, highlights at university]

Outside of classes, I enjoy _____ [insert information about you, such as your hobbies, favourite activities, interests]

I am hoping _____ [insert information about you, such as future goals, research, career interests]

I am looking forward to learning more about you too. Feel free to respond to this email to let me know you received my message, and to share a bit about yourself! For example: Where are you from? What will you study at UWindsor? How are you finding your university experience so far? I am excited about getting our mentoring group together to identify our learning needs and make a plan for future sessions. As your mentor, I am hoping that we will be able to meet _____ [insert desired meeting schedule, ie: bi-weekly] . I also plan to make myself available through _____ [insert preferred mode of contact, such as email or Microsoft Teams chat] for any questions, sharing, or ideas that come up between meetings. Thank you for taking the time to participate in the peer mentoring program. I invite you to read through the mentee handbook, and I look forward to seeing you for our initial meet-and-greet session!

 Best regards,

_____ [insert name , UWindsor email address]

Ice Breakers and Team Building Activities

An important aspect of the mentoring role is building connections between mentees. Ice breakers will help your mentees get to know each other and become more comfortable interacting with the group. Especially in the initial meetings you may want to incorporate ice breakers into the first few minutes of the team meeting to help your mentees gain trust and get comfortable speaking in the group. You can get creative using trivial pursuit questions, riddles, mind trap problems, charades, and inviting mentees to share fun facts through structured questions. Here are a few ideas to get you started:

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

Study Tips

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 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

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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.

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)

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.	

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?

[Content 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?

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.