Peer Mentor Workbook

2017-18

LEARNING COMMUNITIES • BE A PART OF SOMETHING GREAT •

Name:

_____

Learning Community:

_____

My "True Color":

_____

Peer Mentors are **THE KEY** to a Learning Community's success!

YOU are the liaison between the students in your Learning Community and the faculty and staff who run it. You provide support, guidance and connection for all of your Learning Community students. The LC coordinators look to you for feedback and will work with you to make your LC the best it can be.

Table of Contents

Additional materials available for download at lc.wayne.edu.

What are Learning Communities?

Vision

To support Wayne State University's commitment to student learning, the Learning Community initiative seeks to enhance our undergraduates' experience by providing all interested students dynamic, focused communities in which students, staff, and faculty can learn and grow together.

Academic Support

- Bringing in guest speakers
- Organizing study groups
- Taking tours of companies/organizations related to the Learning Community
- Attending lectures on campus
- Portfolio and resume workshops
- Campus group presentations
- Community service opportunities

Social & Fun Activities

- Going out to dinner or dessert
- Hosting a pizza party or potluck
- Going bowling
- Organizing a movie night
- Birthday parties
- Putting together an intramural team
- Going to a WSU athletic game
- Attending a local festival
- Visiting a local museum or other cultural exhibit

Student Success

- Meet other students
- Connect with faculty and upperclassmen students
- Explore opportunities available at Wayne State University
- Engage with course content
- Achieve higher grades

How can YOUR learning community help students reach these expectations?

Organize students and faculty into smaller groups

Highlight connections in content to other areas of life and make learning more meaningful

Help students establish academic and social support networks

Students recognize peers as important partners in the learning process

Bring faculty together in more meaningful ways

Academic support can be brought TO students, provide a connection to resources

Student learning with emphasis on teaching and learning

| Shapiro, Nancy Sherman., and Jodi Levine Laufgraben. "Why Learning Communities?." *Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs*. San Francisco: Jossey-Bass, 1999. 3-6. Print.

True Colors Personality Quiz

Describe Yourself: In the boxes below are groups of word clusters printed **horizontally** in rows. Look at all the choices in the first box (A, B, C, D). Read the words and **decide which of the four letter choices is most like you**. Give that a "4". Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from "4" (most like you) to "1" (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box One			
A _____	B_____	C_____	D_____
active	parental	authentic	versatile
opportunistic	traditional	harmonious	inventive
spontaneous	responsible	compassionate	competent

Box Two			
E _____	F_____	G_____	H_____
curious	unique	practical	competitive
conceptual	empathetic	sensible	impetuous
knowledgeable	communicative	dependable	impactful

Box Three			
I _____	J_____	K_____	L_____
loyal	devoted	realistic	theoretical
conservative	warm	open-minded	seeking
organized	poetic	adventuresome	ingenious

Box Four			
M _____	N_____	O_____	P_____
concerned	daring	tender	determined
procedural	impulsive	inspirational	complex
cooperative	fun	dramatic	composed

Box Five			
Q _____	R_____	S_____	T_____
philosophical	vivacious	exciting	orderly
principled	affectionate	courageous	conventional
rational	sympathetic	skillful	caring

Orange = _____   **Blue** = _____

Gold = _____   **Green** = _____

Colors at a Glance

Oranges–Artisan

Their strengths include their ability to do a variety of tasks with ease and their sense of urgency when the situation demands it. These are the **organizational troubleshooters**. Their weaknesses include their disinterest in routine and being too present-orientated, at the expense of long-term thinking.

Blues–Idealist

Their strengths include their ability to persuade and cooperate. These are the **team builders**. Their weaknesses include an over-personalization of organizational problems and their tendency to carry grudges.

Golds–Guardian

Their strengths include their strong sense of responsibility and duty to the organization. These are the **organization's backbone**. Their weaknesses include their rigidity and narrow focus on meeting rules and regulations.

Greens–Rational

Their strengths include their ability to think systematically and strategically. These are the **natural analysts**. Their weaknesses include their tendency to make things more complex than necessary and their impatience with incompetence.

How you may see yourself: | How you may be perceived:

How you may see yourself:	How you may be perceived:
Fun-loving, carefree, flexible, practical, hands-on, spontaneous, adaptable, proficient, problem-solver, good negotiator, here and now, resourceful, deals with chaos, eclectic, do many things at once, curious	Irresponsible, flaky, wishy-washy, not serious, disobeying rules, manipulative, scattered, not able to stay on task, uncontrollable, resists closure, indecisive, spends time at things they enjoy, not interested in ideas, disobeys rules
Warm, caring, romantic, spiritual, unselfish, caretaker, willing to work tirelessly for a cause, empathetic, people-person, affirming, kind, sympathetic, like to please people, social interaction	Overly-emotional, bleeding heart, mushy, flaky, unrealistic, hopelessly naïve, smothering, too trusting, easy to manipulate, groveling/fawning, soft, out of touch with reality, talks too much
Stable, firm, providing security, dependable, efficient, realistic, decisive, orderly executive type, good planner, organized person, practical, good at sorting, goal oriented, finish what I start	Rigid, controlling, dull, boring, stubborn/pigheaded, opinionated, unimaginative, judgmental, bossy, controlling, limiting flexibility, uptight, sets own agenda, predictable, rigid idea of time, not able to do many things at once
Superior intellect, 98% right, tough-minded, efficient, powerful, rational, calm, not emotional, under control, precise, able to find flaws, goal-orientated, holding firm to policy, seeking justice, assuming things will be well done, great planner, firm-minded	Intellectual snob, Arrogant, Heartless, Unrealistic, Cool/aloof, afraid to open up, Critical, Not on my side, Lacking mercy, Unappreciative, Stingy with praise, Ignores people values, Devaluating relational aspects

Succeeding with Different Types

Succeeding with the **Orange** Individual:	Succeeding with the **Blue** Individual:
· A direct right-to-the-point approach gets their attention · Respect their lack of structure and need for spontaneity · Get involved in physical activities with them · Compliment their generosity and sense of humor	· Respect their need to know about you · Take a creative approach to problem solving · Be truthful and sincere · Cooperate with other team members · Show that you value and appreciate them through thoughtfulness · Be helpful, open, and communicative
Succeeding with the Gold Individual:	**Succeeding with the Green Individual:**
· Be organized and neat in work and appearance · Be truthful · Plan ahead of them · Don't beat around the bush; be up front · Respect their need for tradition and stability · Be loyal and dependable · Support their need for structure and security	· Respect their preoccupation with ideas and logic · Know that they care but may not express feelings freely · Respect their wisdom and knowledge · Think ahead; Greens appreciate future-orientation · Help them with day-to-day details · Praise their ingenuity and intelligence

Leadership Styles

Orange	Blue
· Expects quick action · Assumes flexibility · Works in the here and now · Performance oriented · Flexible approach · Welcomes change · Institutes change quickly · Expects people to "make it fun"	· Expects others to express views · Assumes "family spirit" · Works to develop other's potential · Individual oriented · Democratic, unstructured approach · Encourages change via human potential · Change time allows for sense of security · Expects people to develop their potential
Gold	**Green**
· Expects punctuality, order, loyalty · Assumes "right" way to do things · Seldom questions tradition · Rules oriented · Detailed/thorough approach · Finds change difficult · Prolonged time to initiate change · Expects people to play their roles	· Expects intelligence and competence · Assumes task relevance · Seeks way to improve systems · Visionary · Analytical · Encourages change for improvement · Constantly in process of change · Expects people to follow through

Ideal Workplace Environments

(Orange) "I am most comfortable in a workplace environment that is unstructured and challenging. I like movement and high energy. I need freedom to move ahead and get things done. I like to make things happen. I can spot problems as they arise. I am good at negotiating agreements or plans of action."

(Blue) "I am most comfortable in a workplace environment that allows for personal interaction, individual creativity and expression. Worksites centered in discussion where supervisors and employees work together and share decision-making. Build my self-confidence, giving me a chance to grow and work alongside other employees with whom I will form long-lasting relationships."

(Gold) "I am most comfortable at a worksite that is structured, giving me a sense of efficiency and permanence. I like worksites where my space is well defined. Worksites with large clocks, bulletin boards with schedules, and specified rewards for accomplishment raise my confidence and performance level. I look forward to work where my supervisor rewards colleagues."

(Green) "I am most comfortable in a work environment which is unstructured and creative. I like to sit by myself and think without noise or intrusion. I also like working with co-workers that model highly creative successful endeavors done by teams of scientists, engineers, and technicians working together."

LC Program History / Did You Know

1.   What is the plan to check the achievement of goals? (10 letters)
2.   What is the support based on out-of-classroom events? (6 letters)
3.   Which building can you find the Learning Community office? (3 letters)
4.   How much better do students in a Learning Community do on average? (11 letters)
5.   What is the Learning Community's catch phrase? (6 letters)
6.   Who assists faculty by mentoring students in our Learning Communities? (10 letters)
7.   How many years have Learning Communities at WSU existed? (6 letters)
8.   How do we try to organize our students and faculty? (11 letters)
9.   What is support based on content? (8 letters)
10.   Who is the Program Coordinator for Learning Communities? (9 letters)
11.   How much does it cost to participate in a Learning Community? (4 letters)
12.   How large is the movement of Learning Communities within Higher Education? (8 letters)
13.   Who runs each Learning Community? (7 letters)
14.   What is the acronym for our residential Learning Communities? (3 letters)

L	R	L	O	K	M	E	O	K	U	V	S	A	N	Y
J	E	C	A	O	R	X	Y	H	L	D	P	S	A	T
V	P	T	I	I	H	B	C	T	M	N	U	S	T	L
L	O	O	T	M	C	O	S	E	R	I	O	E	I	U
E	O	V	A	E	E	O	O	U	T	P	R	S	O	C
P	C	P	S	D	R	D	S	W	E	E	G	S	N	A
V	Y	F	J	Q	M	G	A	E	Q	C	L	M	A	F
H	M	G	R	J	F	E	R	C	B	N	L	E	L	Q
F	A	Y	V	E	O	M	B	A	A	E	A	N	R	A
X	Z	F	O	G	E	Z	K	W	D	V	M	T	A	Q
S	A	D	Q	N	W	D	T	L	W	E	S	D	C	U
B	Z	U	T	P	X	S	M	B	E	L	H	R	Y	O
G	W	O	L	L	C	L	F	G	D	E	E	Q	G	N
U	R	R	A	A	D	B	O	O	J	D	E	I	R	V
S	N	I	S	S	B	J	B	Q	P	X	A	I	I	P

Where Do You Come In?

Beginning in fall 2006, Peer Mentoring became an integrated part of the Learning Community program. Research shows that peers play a crucial role in student success. As a result of introducing Peer Mentoring, student success rates among Learning Community participants have increased continually based on student retention (staying in school) and student achievement (grades, credits earned, etc.).

Number of Learning Community Peer Mentors

—— Peer Mentors   * Estimated
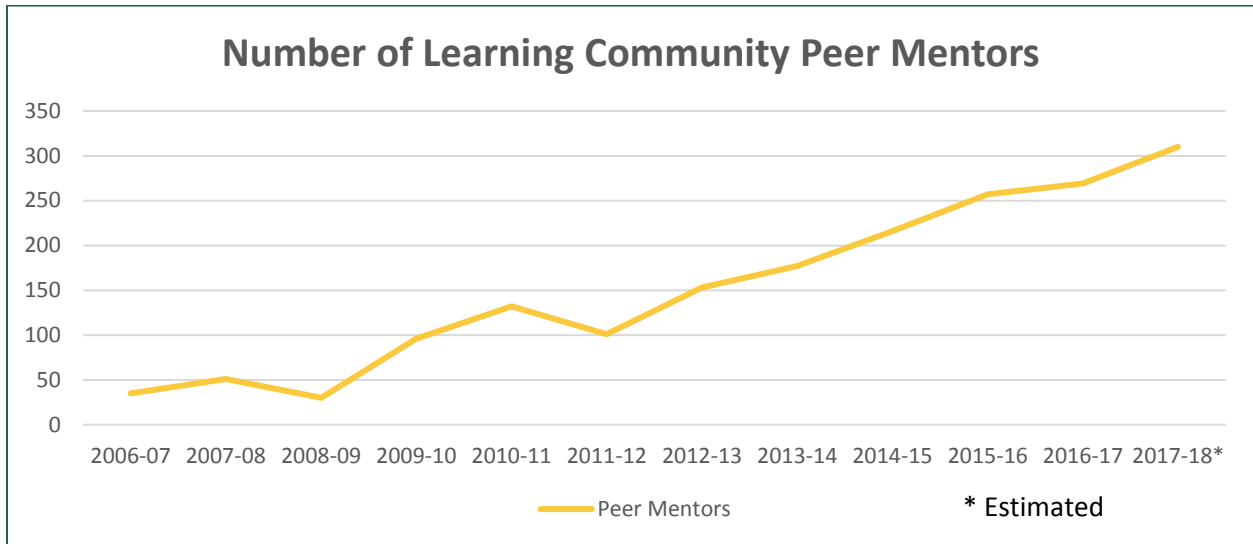
The charts below shows the growth of Learning Communities and the increase in student participation as a result of the Learning Community initiatives started in 2006. For 2016-17, there were 45 different Learning Communities and according to our July 2017 records, 9,635 students participated.

Number of Learning Communities at WSU

* Estimated

Number of Students in Learning Communities

* Estimated
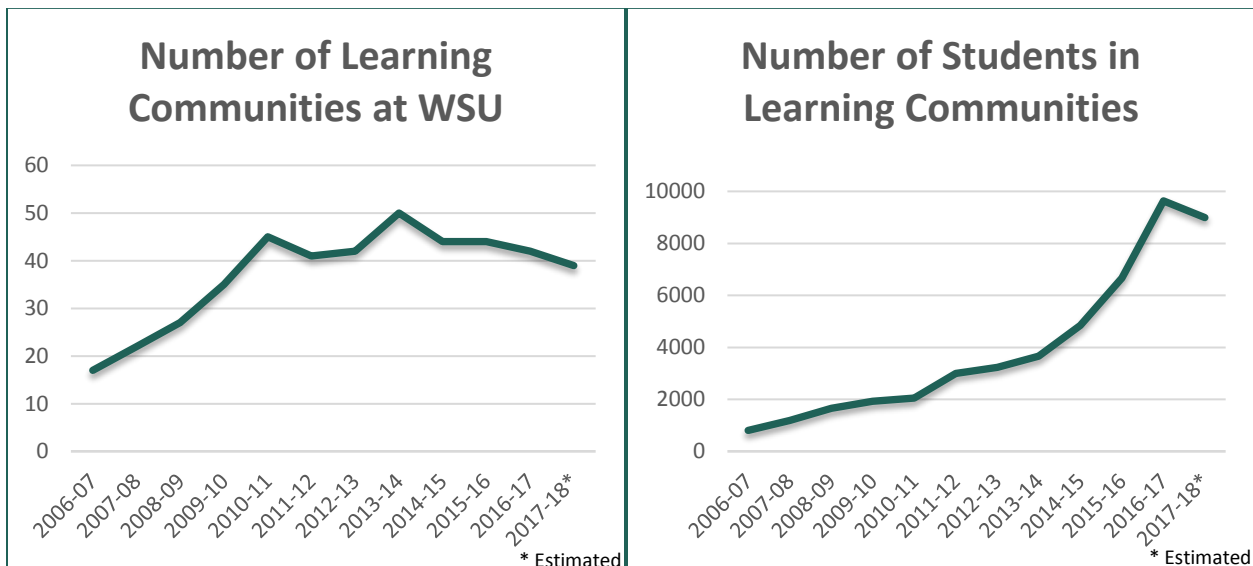
Roles and Responsibilities

Who helps make a learning community possible?

LC Program

- Program administration
- Collaboration with university community
- Training
- IMTPC Certification
- Marketing and Recruiting
- LC Program Assessment

LC Coordinators

- Liaison for School / College / Department
- LC Proposal Prep
- Content Development
- Student Recruitment
- PM Management
- LC Assessment

LC Peer Mentors

- Connect with Students
- Attend LC class
- Attend LC events
- Support LC Goals
- Communicate with LC Coordinator

[*] Photos (left to right) from 2016 Homecoming, 2016-17 Peer Mentor Training Coordinator Lunch, and 2016-17 Peer Mentor Training

The Learning Community program is run out of the Provost Office at WSU, and was created to improve **student success**. The LC program is grant-based; faculty must come up with the idea for an LC and submit a proposal to the Learning Community Program Coordinator. If approved, the faculty gets funding to carry out their idea in their class, which includes support from Peer Mentors.

Peer Mentors are the KEY to a Learning Community's success; they are the unique component in support services on campus.

Peer Mentors work to meet the needs/expectations of their *LC Coordinator*,
who in turn is working to meet the needs/expectations of *LC Program Coordinator*,
who in turn is working to meet the needs/expectations of the Provost and upper administration,
who have priorized **improving student success**.

We encourage open lines of communication, and work together to find solutions for CONTINUOUS IMPROVEMENT.

Men·tor

Noun: An adviser.

Verb: To advise or train (someone).

A mentor is an experienced person who provides information, advice, support, and encouragement to a less experienced person, often leading and guiding by example of his/her success in an area.

Advice from past Peer Mentors:

I wish I had been honest about how much I know (or don't know)

I should have asked for help (no question is stupid)

You are here for yourself, not to impress anyone in class, etc.

Take more initiative, establish rapport with your professor

I wish I had managed my time better

How you approach studying is as equally important as the content

Motivate others to work hard, realize motivations

Be proactive; it's easier to get things done ahead of time

Ask for (and provide) honest feedback to help you move forward

Give students tools to solve problems, make decisions, and learn the value of working through issues for themselves

Create a trusting relationship between mentor and student, build rapport

Follow up quickly (shows that you care, that you are organized, that they are a priority of yours)

Consistency is important

Get a calendar and budget your time

You are a role model; model successful strategies

Offer encouragement; YOU CAN overcome and persevere

Use technology to reach out to students (FB page, Skype, etc.) to feel connected

Pay attention to find out what is important to students, build connections

WSUCCESS
RESPONSIBILITY · SUPPORT
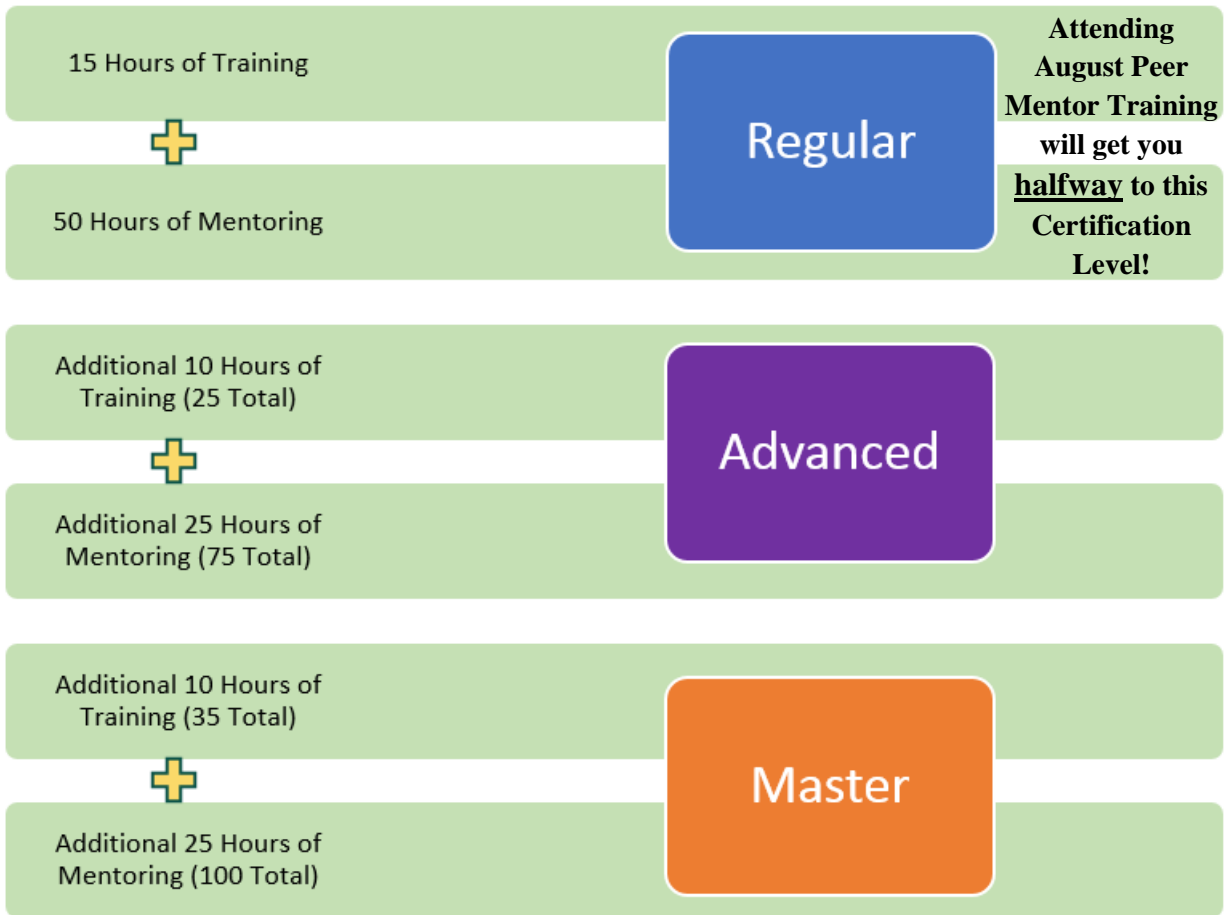
WSU Learning Community Peer Mentor IMTPC Certification Requirements

Category	Level 1 Regular	Level 2 Advanced	Level 3 Master
A. Amount/ Duration	15 hours of training	+10 additional hours of training: 25 hours total.	+10 additional hours of training: 35 hours total.
B. Training Format (Modes of training)	August Peer Mentor Training + 7.5 additional hours	**Workshops:** (Professional Development in Fall and Winter Semesters)	**Workshops:** (Professional Development in Fall and Winter Semesters)
C. Potential Areas/Topics of Training	• Role of Peer Mentor • Peer Mentoring Do's and Don'ts • Professional Ethics • Establishing Rapport and Motivating Mentees • Questioning and Listening Skills • Preparing to Study • Campus and Community Resources **Equal to 15 hours**	• Conflict Resolution • Mentoring Boundaries • Ways of Mentoring • Cultural Awareness • Academic Majors/Advising • Additional Topics to Be Announced **Equal to 10 hours of <u>additional</u> training from Level 1 (25 hours total)**	• Conferencing Skills • Constructive Criticism • Gender Issue Awareness • Leadership Styles • Additional Topics to Be Announced **Equal to 10 hours of <u>additional</u> training from Level 2 (35 hours total)**
D. Required Experience	50 hours of mentoring	Additional 25 hours of mentoring to equal a total of 75 hours	Additional 25 hours of mentoring to equal a total of 100 hours
E. Mentor Evaluation Process	• Evaluation process is in development • Evaluation is at least annually • Evaluation includes mentee evaluation and Learning Community Coordinator evaluation of Peer Mentor • Results of evaluation are made known to the Peer Mentor at the end of the semester	• Evaluation process is in development • Evaluation is at least annually • Evaluation includes mentee evaluation and Learning Community Coordinator evaluation of Peer Mentor • Results of evaluation are made known to the Peer Mentor at the end of the semester	• Evaluation process is in development • Evaluation is at least annually • Evaluation includes mentee evaluation and Learning Community Coordinator evaluation of Peer Mentor • Results of evaluation are made known to the Peer Mentor at the end of the semester

As specified by the International Mentor Training Program Certification (IMTPC)

15 Hours of Training		Regular	**Attending August Peer Mentor Training will get you halfway to this Certification Level!**
➕			
50 Hours of Mentoring			

Additional 10 Hours of Training (25 Total)		Advanced
➕		
Additional 25 Hours of Mentoring (75 Total)		

Additional 10 Hours of Training (35 Total)		Master
➕		
Additional 25 Hours of Mentoring (100 Total)		

Professional Development Events

Dates	Time/Location	Topic Choices	
Tuesday, September 19th	4-6pm 201 State	Campus & Community	Mentoring Boundaries
Wednesday, September 20th	4-6pm 325 State		
Wednesday, October 11th	4-6pm 325 State	Do You Hear What I Hear? Listening Skills	Follow the Leadership Styles
Thursday, October 12th	4-6pm 325 State		
Tuesday, November 14th	4-6pm 201 State	Uniquely Us/ Diversity	Stress Management
Wednesday, November 15th	4-6pm 325 State		
Wednesday, December 6th	4-6pm 325 State	Head of the Class: Classroom Management	Motivating the Masses
Thursday, December 7th	4-6pm 325 State		

*Topics will be voted on at training on Monday, August 21st. Be sure to circle the chosen topic after it is announced.

Additional Professional Development events will be offered in the Winter semester. Dates and topics to be announced via email later in the semester.

Learning Communities are
HIGH IMPACT EDUCATIONAL EXPERIENCES

Dr. George Kuh is the Director of the National Institute for Learning Outcomes Assessment, Adjunct Professor at the University of Illinois, and the Chancellor's Professor Emeritus at Indiana University.

According to Dr. Kuh, certain kinds of college experiences provide superior learning opportunities for students. These experiences are called "High Impact Practices." Success in college is much more than a grade point average or a degree – it is about learning.

First Year Seminars and Experiences

Common Intellectual Experiences

LEARNING COMMUNITIES

Writing-Intensive Courses

Collaborative Assignments and Projects

Undergraduate Research

Diversity/Global Learning

Service/Community-Based Learning

Internships

Capstone Courses and Projects

Learning Communities are especially effective because we learn more when we learn together:

> *"More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people's eyes, leading, working in a community—is finally about connecting."*

[William Cronon, "Only Connect: The Goals of a Liberal Education," Liberal Education 85, no. 1 (1999): 12]

What makes these learning environments so effective? They deepen students' connection to the subject matter. Because they provide students with both independence and support, they are often deeply motivating for students. And they provide opportunities for students, faculty, and peer mentors to interact together.

| Kuh, G. D., & Schneider, C. G. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

Eight Characteristics of Especially Effective Learning Environments:

Perfomance expectations are at appropriately high levels:
Challenge is good for students- it interests and engages them- as long as it's within reach

Public demonstration of competence:
LC sessions can be a great place for students to practice their class presentations, or to present and share learning even if they aren't asked to do so in class

Significant investment of time and effort over extended periods:
LC might have supplemental projects that students work on together over the semester

Discover relevance of learning through real-world applications:
Field trips, Speakers, and many other LC Activities can help make learning "real"

Interactions with faculty and peers about substantive matters:
How can you help students interact with faculty? Are you open to deeper discussion about the subject matter? College?

Periodic, structured opportunites to reflect and integrate learning:
Reflecting on your own learning may make it easier to help students do so

Experiences with diversity:
Peer mentor might use icebreakers to help students get to know each other and the rich array of backgrounds among community members

Frequent, timely, and constructive feedback:
Often peer mentors can provide feedback about students' learning more quickly than the instructor can

* Photo from the Art Gallery LC

Diversity and Inclusion

Diversity and inclusion are woven into Wayne State University's mission and strategic plan. We value all people and understand that their unique experiences, talents, and perspectives make us a stronger organization and better individuals. We strive to make this campus a welcoming and inclusive environment for everyone.
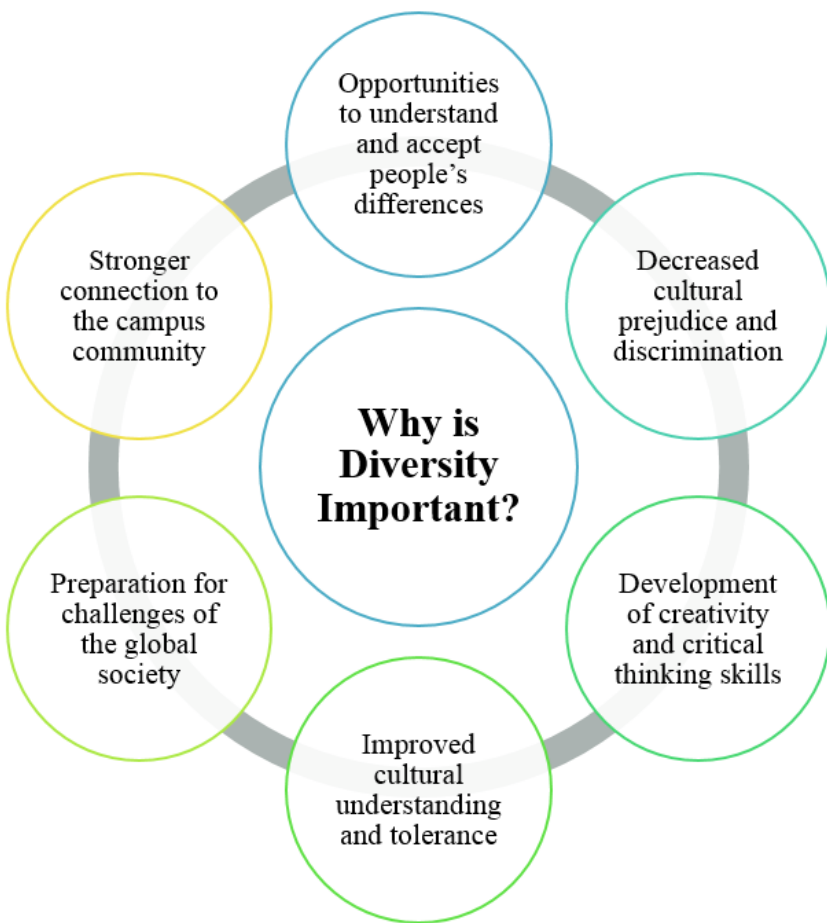

Definitions from Merriam-Webster Dictionary

Diversity: the condition of having or being composed of differing elements; the inclusion of different types of people (such as people of different races or cultures) in a group or organization

Inclusion: the act of including; the state of being included

Why is Diversity Important?

- Opportunities to understand and accept people's differences
- Decreased cultural prejudice and discrimination
- Development of creativity and critical thinking skills
- Improved cultural understanding and tolerance
- Preparation for challenges of the global society
- Stronger connection to the campus community

OMSE
OFFICE OF MULTICULTURAL STUDENT ENGAGEMENT

[*] Photos (top to bottom) from Office of Multicultural Student Engagement LC and APEX Scholars LC

Creating Inclusion

An inclusive environment is one in which members feel respected by, and connected to, one another, where members contribute to the formation of the group goals and to the realization of those goals. Inclusivity moves us away from simply the physical integration of people to the integration of a person's experiences, knowledge, and perspectives.

Opportunity to learn about ourselves and others. Opposing perspectives give us the opportunity to evaluate and more fully understand our own opinions, perspectives and values. We also benefit by hearing multiple perspectives and learning about others' experiences to help us understand the world around us.

Increased satisfaction and retention of members. When group members feel respected by, and connected to, other members of the group, there is increased satisfaction in the group experience and greater retention of members. Each of us can probably think of a time when we did not feel included and how this impacted our interest in being part of the group.

Access to more human resources and skills. In addition to retention, members who feel included are more likely to contribute their ideas, effort, and time to the success of the group. When this happens, we all benefit.

Opportunity for synergy. When new ideas are encouraged and multiple perspectives are brought to the table, the result can be far greater than the sum of the parts. A creative energy is unleashed.

Personal Identity Wheel

Below you will see 10 different boxes in the circle, which are examples of personal identities.
Please take some time (5 to 10 minutes) to fill out the circle.

Three Adjectives to Describe Yourself

1. _____

2. _____

3. _____

_____

Name

Wheel labels: Number of Siblings, Birth Order, Favorite Music, One Skill You Are Proud Of, Favorite Movie, Favorite Book, Favorite Food, Favorite Hobby, Favorite Color, Personal Motto

Social Identity Wheel

Social identity is part of someone that comes from belonging to a social group. Social identity groups are based on physical, social, and mental characteristics, which can be self-claimed or ascribed.

Below you will see 10 different boxes in the circle, which are examples of social identities. Refer to the table provided on the handout for examples of terms that are used to describe examples of different social identity groups. You can use the terms used in the table to describe yourself as well as other terms you may use. Please take some time (5 to 10 minutes) to fill out the circle.

Race Ethnicity

Religion or Spiritual Affiliation

Socio-economic Class

Physical, Emotional, Developmental Ability

Gender

Sexual Orientation

Age

National Origin

First Language

1. **Identities you think about most often.**

2. **Identities you think about least often.**

3. **Your own identities you would like to learn more about.**

4. **Identities that have the strongest effect on how you see yourself as a person.**
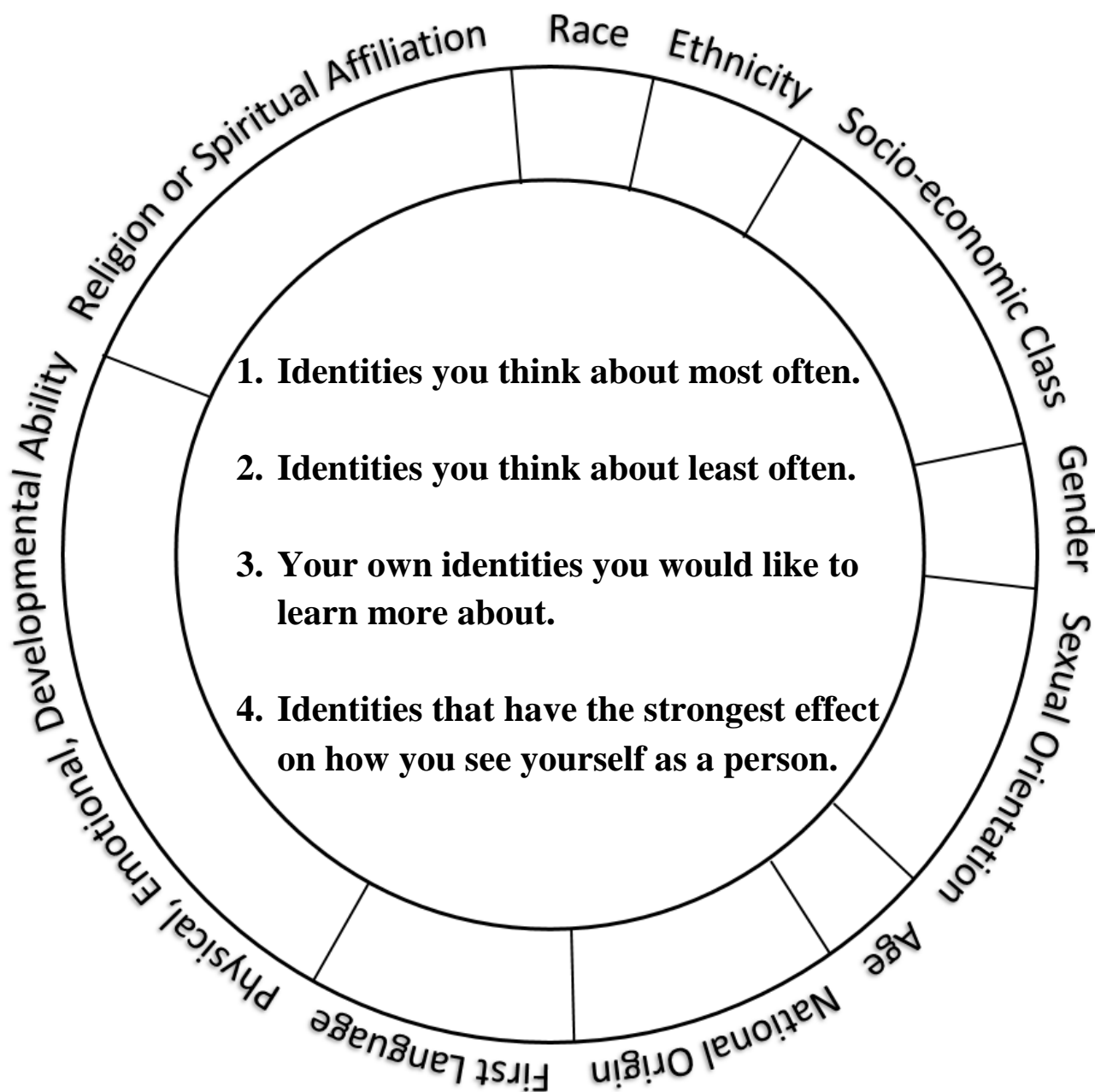
Nuts and Bolts of Being a Peer Mentor

What to Expect

Working with your Learning Community Coordinator is vital as a Peer Mentor. Work with your coordinator to discuss the information about your learning community and their expectations for your role. Use the following questions as a guide for things to ask your coordinator.

Program Goals/Outcomes

- What does your coordinator want you to accomplish in your role? (short term, semester, year)

_____
_____
_____

- What should students gain from their participation in the program?

_____
_____
_____

- How will your mentor responsibilities help students accomplish the program goals?

_____
_____
_____

Expectations

- What are your coordinator's expectations of you?

_____
_____
_____

- What are your expectations of your coordinator? What do you need from your coordinator in order to be effective?

_____
_____
_____

- How will you know that you're being successful in your role? How and when will your coordinator provide you with feedback?

_____
_____
_____

Providing Information

- Does your coordinator want you to keep track of the student interactions you have? If so, how?

_____
_____
_____

- Is there a form your coordinator would like you to use to report information?

_____

_____

Meetings

- When and where will you regularly meet?

_____

_____

- What is the intent of your meetings?

_____

_____

_____

- What information should you be prepared to share at the meetings?

_____

_____

_____

- If there is more than one mentor for the program, should mentors plan to meet outside of regularly scheduled group meetings with the coordinator?

_____

_____

Resources

- What resources does your coordinator have that you may need access to (this may include a budget, professionals in the field/contacts, etc.)?

_____

_____

_____

The most important thing to do is talk with your coordinator about what you need and what you should expect from him/her so that you can be successful as a Peer Mentor.

NOTES

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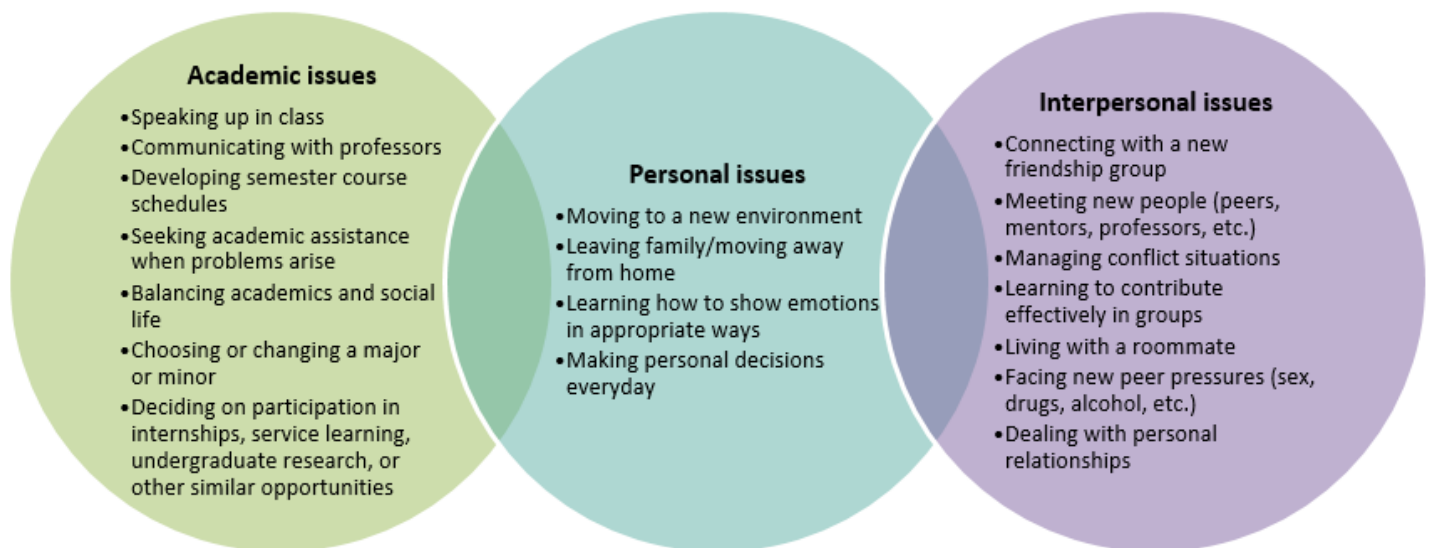
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Issues and Challenges for Peer Mentors

The challenges that students face evolve as they progress through different stages of their educational experience. Even so, many of the issues students face in adapting to new learning situations have common aspects: developing their skills as learners, relating to others in the educational setting, etc.

Issues for Students

When assisting students with these issues, be sure that you utilize the resources available to you. Sometimes the most important pieces of information you can provide are the names/locations of others who are trained to assist students with these concerns.

Some issues that may come up…

Academic issues
- Speaking up in class
- Communicating with professors
- Developing semester course schedules
- Seeking academic assistance when problems arise
- Balancing academics and social life
- Choosing or changing a major or minor
- Deciding on participation in internships, service learning, undergraduate research, or other similar opportunities

Personal issues
- Moving to a new environment
- Leaving family/moving away from home
- Learning how to show emotions in appropriate ways
- Making personal decisions everyday

Interpersonal issues
- Connecting with a new friendship group
- Meeting new people (peers, mentors, professors, etc.)
- Managing conflict situations
- Learning to contribute effectively in groups
- Living with a roommate
- Facing new peer pressures (sex, drugs, alcohol, etc.)
- Dealing with personal relationships

Be knowledgeable about the various campus resources and direct students as necessary.

Model appropriate behavior and share experiences/advice.

Use your LC events help students connect with one another or start class with an icebreaker.

Transfer Students

While transfer students are "new" to the university, they are **NOT** new to college. However, they may have some similar issues as first-year students in terms of transitioning to a new environment. Issues such as becoming familiar with Detroit and the Wayne State University campus. In addition, many of their peers already have established their "friend groups." Finding where they fit may be something you'll discuss with them.

Challenges You May Encounter as a Mentor

There is no "standard" method to use to address the challenges you may encounter. **Be sure to talk with your coordinator about challenges that you're facing in your Peer Mentor role.** Other Peer Mentors also may be helpful to you as you address different issues. There are many resources available to assist you. Be sure to use them!

Motivation/ encouragement challenges
- Getting students excited about school/activities
- Low participation at Learning Community events
- Trying to appease everyone
- Dealing with apathy
- Students not meeting expectations

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Role perception challenges
- Not being viewed as a peer
- Not being seen as an authority figure
- Students expecting you to solve their problems

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Personal challenges
- Giving advice without personal morals/values getting in the way
- Dealing with roommate issues
- Confrontation/assertiveness issues

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Interpersonal challenges
- Programming/activities
- Breaking the ice
- Being inclusive
- Getting everyone involved

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Addressing questions
- Helping others understand their major
- Not being able to answer certain questions
- Not giving too much advice, but empowering the student
- Reaching out to those who need assistance but won't ask for it

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* Photo from 2016-17 Peer Mentor Training

Establishing Effective Study Groups

A large part of your job as a mentor is to maintain an environment that encourages academic success. The students involved in your Learning Community are in a wonderful situation where they can take advantage of the common academic goals of their peers. A great way to encourage the daily integration of academics into the lives of your students is by encouraging them to study together on a regular basis. The following is just a short list of the positive effects of study groups.

Study groups…
- Provide an opportunity for peers to teach each other by reinforcing and clarifying learning.
- Make learning more interesting and fun by providing a type of support group.
- Help students feel more comfortable with material so they can discuss it in the classroom environment.
- Motivate students to study because the success of the group depends on the participation of all members.

Things you can do as a mentor to help establish study groups:

Provide tips on how to study effectively, staying on subject, having an agenda, setting a start and stop time, etc.

Create sign-up sheets that correspond to the classes you know your students are taking.

Manage your resources to set study hours in a quiet location.

* Photo from the College of Fine, Performing, and Communication Arts Living Learning Community

Standards of Behavior for Peer Mentors

As a Peer Mentor, you have big responsibilities. You must always **stay professional** and **be a positive role model** in terms of integrity and ethical behavior. You also must **maintain appropriate boundaries** with those you mentor. You are not their friend, you are their Peer Mentor. Your relationship is always professional. That also requires keeping information you learn about individual students *confidential*.

Confidentiality

The relationship between a mentor and his/her students is based on developing an open and caring *relationship* based on *trust*. As a Peer Mentor, you will work with students who are often new to the idea of opening up to anyone. The importance of confidentiality and maintenance of trust is the basis for the development of the relationship.

Information shared between a mentor and student cannot always be confidential. In some specific instances, maintaining that bond of trust means that you need to share information with others. If a student discusses a situation that could result in self-harm or harm to others, it is your responsibility to report that information immediately to the appropriate persons (Learning Community Coordinator, Advisor, etc.). If the student has a condition that is beyond your ability to assist with (serious neurosis, alcohol/drug problems, or depression), it is in the student's best interest that you share that information as well.

The primary people with whom you should share specific information about an individual student are the staff and faculty who supervise your Learning Community. They are the first people you must contact. If there is the need for further intervention, and your coordinator passes the information along to relevant professional staff, you may be asked to discuss the situation. That is appropriate as long as it is done in a professional manner.

If you are contacted by a student's parent or guardian, refer them to your coordinator. There are strict guidelines that govern the sharing of student information, and your coordinator is trained to follow the laws for disclosure.

When you are "off duty," do not discuss confidential information about your mentees with your family, significant others, friends, or roommates. They do not have a right to know, and you do not have a right to disclose confidential information to them.

Integrity

Integrity is the foundation for a solid and productive relationship with the mentees and with the respective Learning Community staff. A Peer Mentor must display a consistent and positive self-concept including strong values and a respect for the policies and procedures of the Learning Community.

A Peer Mentor must:
- Be vigilant of his/her role as a representative of the Learning Community.
- Be vigilant of his/her role as a representative of Wayne State University.
- Exhibit a level of professionalism while still maintaining a peer relationship with mentee.

Standards of integrity extend to developing relationships with students and Learning Community staff, and to the manner by which the mentor relates and reports to the staff.
It is imperative that:
- Any documentation of hours worked and time spent participating in Learning Community activities is reported accurately and in the best interest of the mentee and the University.
- Student mentors track their own time and report it as required.
- Mentors understand the importance of following the guidelines and maintaining the standards that the Learning Community seeks in its mentors.

Ethical Standards

As you perform your duties as a Peer Mentor, it is critical to understand and practice ethical behaviors. You were selected for this position because you possess the ability to establish strong rapport with students. The interpersonal skills that made you a prime candidate for the position also can place you in challenging situations. As you serve in your role, it is important to adhere to some guiding principles of the helping profession.

(Excerpted from *Students Helping Students*, Ender, S. and Newton, F., 2000, Jossey-Bass Publishers)
- Peer Mentors will have knowledge and act consistently with the standards that are appropriate to the agency in which they are employed.
- Peer Mentors will avoid acting beyond the scope of the service for which they were selected and trained and not attempt to offer professional services requiring more extensive qualifications and training.
- Consult with your coordinator when you face a situation that makes you uncomfortable or when you experience a conflict or dilemma.
- Act appropriately when working with persons you are attracted to. Establishing intimate or strongly personal relationships with your mentees is not appropriate and compromises your helping role.
- Remember that as a mentor you are a role model. You are obligated to maintain congruence between what you say to fellow students in your role and how you act in other facets of your life where you can be seen (or heard).
- Avoid over-familiarity with mentees by maintaining a degree of professional distance.

What IF You Get Stuck?

A good way to find out how things are going in your community is to ASK the people who are participating in it. This can be done in a number of ways.

Brainstorming:

Ask students about their goals for the year and what kinds of activities they would like to see made available – both social and educational. Write down the ideas they give you. When you're looking for something to plan, go to that list. People like knowing that their comments matter.

Survey/Assess:

After an event, hand out a short survey asking what the participants thought – if the content was good, what they learned, what could've been better, what was done really well, etc. (The LC program uses *Two Likes and a Wish* at trainings). Also ask for verbal responses and take these comments into consideration for future planning. Again, don't forget to use your resources (like your Learning Community Coordinator) to help you assess and evaluate your new data.

Talk with other mentors:

Get together with other mentors and see what programs/activities they have tried, what has worked, what hasn't. Remember to take into consideration the differences of your Learning Communities that might affect the outcome of a particular program.

* Photo from the Kinesiology, Health, & Sports Studies (KHS) Learning Community

Program planning checklist

Some things to take into consideration when planning include:

What type of program or activity do I want to offer (social, educational, etc.)?

Where will this program be and what facilities are available?

What resources do I need to carry out this program? Do I need specific equipment and where can I obtain it if needed?

What dates are possibilities for this program? How can I maximize attendance and avoid conflicts?

Are there any costs involved in this program? Will I need monetary support?

Do I need approval for this program?

Does this program comply with university policies regulating activities?

Reserving meeting space on campus

At different times during the year you might find it useful to reserve meeting or activity space on campus. Reserve a room by calling the Dean of Students Office (DOSO) at 313-577-1010.

* Photo from the Theatre & Dance 1 & 2 Learning Community

Virtual Resource Tour

Working with your small group, answer the following questions using <u>www.wayne.edu</u>:

Name two of the potential accommodations offered by Student Disabilities Services (SDS).

How much does Counseling and Psychological Services (CAPS) cost for registered WSU students?

What is OMSE?

What are the Campus Health Center's hours?

How many recognized student organizations are on campus?

Where is the W Food Pantry and how often can students receive food?

What is the name of the next student success workshop being offered by the Academic Success Center (ASC)?

How does tutoring work at the Math Resource Center? (Do I need an appointment? Does it cost money?)

True/False: Pre-medicine, pre-law, pre-pharmacy, exploratory, and prospective students are all advised by the University Advising Center.

When is the next Undergraduate Research Opportunities Program (UROP) deadline for applying for research funding?

What are the regular hours at the Mort Harris Recreation and Fitness Center (RFC)?

What days does Career Services offer "Stop-In Career Counseling?"

Where is the Writing, Research &Technology (WRT) Zone located?

True/False: Membership to the RFC is included in a student's tuition & fees.

Appendices	Office/Suite	Website	Office Number
Academic Success Center (ASC) Study Skills Counseling, Supplemental Instruction (SI), Tutoring and Workshops	1600 Undergraduate Library (UGL)	success.wayne.edu	313-577-3165
Advising (University Advising Center - UAC) for exploratory and pre-professional students	1600 Undergraduate Library (UGL)	advising.wayne.edu wayne.edu/advisingworks	313-577-2680
Campus Health Center	115 DeRoy Apartment Building	health.wayne.edu	313-577-5041
Career Services	1001 Faculty/Administration Building	careerservices.wayne.edu	313-577-3390
C&IT Help Desk, helpdesk@wayne.edu	005 Student Center Building	computing.wayne.edu/helpdesk	313-577-4778 or 313-577-HELP
Counseling and Psychological Services (CAPS)	552 Student Center Building	caps.wayne.edu	313-577-3398
Dean of Students Office (DOSO) Judicial/Code of Conduct, Student Orgs, Student Senate	351 Student Center Building 395 Student Center Building (Senate)	doso.wayne.edu studentsenate.wayne.edu	313-577-1010 313-577-9262
Financial Aid, Office of Student (OSFA)	First floor, Welcome Center	wayne.edu/financial-aid	313-577-2100
Housing and Residential Life	598 Student Center Building	housing.wayne.edu	313-577-2116
Office of International Students and Scholars (OISS)	416 Welcome Center	oiss.wayne.edu	313-577-3422
Learning Communities **learningcommunities@wayne.edu**	**4009 Faculty/Administration Building**	**wayne.edu/learning-communities**	**313-577-2254**
Math Resource Center	1198 Faculty/Administration Building	clasweb.clas.wayne.edu/math/mrc	313-577-2479
Office of Military and Veterans Academic Excellence	1600 Undergraduate Library (UGL)	omvae.wayne.edu	313-577-9180
Mort Harris Recreation and Fitness Center (RFC)	Mort Harris Recreation and Fitness Center	rfc.wayne.edu	313-577-2348
Office of Multicultural Student Engagement	7th Floor, Student Center Building	wayne.edu/diversity/omse	313-577-9193
Ombudsperson	790 Student Center Building	wayne.edu/ombuds	313-577-3487
Purdy-Kresge Library - P/K	Purdy-Kresge Library	www.lib.wayne.edu/pk	313-577-4042
Student Center Administration Reservations	135 Student Center Building	studentcenter.wayne.edu/reservations.php	313-577-4585
Student Disability Services (SDS)	1600 Undergraduate Library (UGL)	studentdisability.wayne.edu	313-577-1851 videophone: 313-202-4216
Study Abroad and Global Programs	131 Manoogian Hall	studyabroad.wayne.edu	313-577-3207
Transfer Student Success Center	1150 Undergraduate Library (UGL)	Tssc.wayne.edu	313-577-2487
Undergraduate Library - UGL	Undergraduate Library	www.lib.wayne.edu/ugl	313-577-5121
Undergraduate Research Opportunities Program (UROP)	4007 Faculty/Administration Building	urop.wayne.edu	313-577-9226
Writing Research and Technology Zone	2310 Undergraduate Library (UGL)	clas.wayne.edu/writing	313-577-2544
The W Food Pantry	First floor, Towers Residential Suites	doso.wayne.edu/foodpantry	313-577-0154

2017-18 Learning Community Calendar

August 2017
Peer Mentor Kickoff and Training: **8/21/17**
Orientation Part 2 (O2) and FestiFall: **8/28/17 and 8/29/17** (opportunity to market LCs)
Meet and connect with students
September 2017
Run LC and track who has joined
Student Organization Day: **9/13/17, 11am - 2pm**
Peer Mentor Professional Development: **9/19/17, 4-6pm, 201 State & 9/20/17, 4-6pm, 325 State**
Fall Open House: **9/23/17, Details TBA**
October 2017
Peer Mentor Professional Development: **10/11/17, 4-6pm, 325 State & 10/12/17, 4-6pm, 325 State**
WSU Homecoming & LC Tailgate: **10/14/17, Tailgate 3pm, Kickoff 6pm, Matthaei Parking Lot & Adams Field**
November 2017
National Learning Community Conference: **11/9-11/17, Chicago, IL**
Peer Mentor Professional Development: **11/14/17, 4-6pm, 201 State & 11/15/17, 4-6pm, 325 State**
December 2017
Peer Mentor Professional Development: **12/6/17, 4-6pm, 325 State & 12/7/17, 4-6pm, 325 State**
January 2018
Welcome 2017-18 LC students back, meet & connect with students
Peer Mentor Professional Development: **Week of 1/22/18, Details TBD**
February 2018
Continue to meet and connect with students
Peer Mentor Professional Development: **Week of 2/19/18, Details TBD**
March 2018
Spring Open House: **TBA**
Spring Break, No Classes, 3/12/18 through 3/17/18
Peer Mentor Professional Development: **Week of 3/19/18, Details TBD**
Remind 2017-18 LC students to register for Fall 2017 classes
April 2018
Complete LC Year End Assessment Surveys (for Peer Mentors & students)
2017-18 LC Year-End event: **4/20/18, Details TBD**
Remind 2017-18 LC students to register for Fall 2018 classes
May 2018
2017-18 LCs "end"
Year-end assessment due: **5/15/18**
June 2018
Remind 2017-18 LC students to register for Fall 2018 classes

* This calendar is intended for LC Peer Mentors. The full LC calendar can be found at wayne.edu/learning-communities/

Campus Map