Name:

----------------------------------

Learning Community:

----------------------------------

My “True Color”:
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Additional materials available for download at lc.wayne.edu.

Much of the content in this Workbook was taken from the peer mentor handbook developed by Kurt Earnest, Doug Gruenewald, and Mimi Benjamin at Iowa State University. We thank them for allowing us to use their excellent materials.
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.

<table>
<thead>
<tr>
<th>Academic Support</th>
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</thead>
<tbody>
<tr>
<td>• Study sessions</td>
</tr>
<tr>
<td>• Content review for exams</td>
</tr>
<tr>
<td>• Connecting Students to Campus Resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social &amp; Fun Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guest Lecturers</td>
</tr>
<tr>
<td>• Pizza Parties</td>
</tr>
<tr>
<td>• Out of Class Events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>• On average, students who participate in a Learning Community course do an entire letter grade better</td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>Box One</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A______</td>
<td>B______</td>
<td>C______</td>
<td>D______</td>
</tr>
<tr>
<td>active</td>
<td>parental</td>
<td>authentic</td>
<td>versatile</td>
</tr>
<tr>
<td>opportunistic</td>
<td>traditional</td>
<td>harmonious</td>
<td>inventive</td>
</tr>
<tr>
<td>spontaneous</td>
<td>responsible</td>
<td>compassionate</td>
<td>competent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box Two</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E_____</td>
<td>F_____</td>
<td>G_____</td>
<td>H_____</td>
</tr>
<tr>
<td>curious</td>
<td>unique</td>
<td>practical</td>
<td>competitive</td>
</tr>
<tr>
<td>conceptual</td>
<td>empathetic</td>
<td>sensible</td>
<td>impetuous</td>
</tr>
<tr>
<td>knowledgeable</td>
<td>communicative</td>
<td>dependable</td>
<td>impactful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box Three</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>I______</td>
<td>J_____</td>
<td>K_____</td>
<td>L_____</td>
</tr>
<tr>
<td>loyal</td>
<td>devoted</td>
<td>realistic</td>
<td>theoretical</td>
</tr>
<tr>
<td>conservative</td>
<td>warm</td>
<td>open-minded</td>
<td>seeking</td>
</tr>
<tr>
<td>organized</td>
<td>poetic</td>
<td>adventuresome</td>
<td>ingenious</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box Four</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M_____</td>
<td>N_____</td>
<td>O_____</td>
<td>P_____</td>
</tr>
<tr>
<td>concerned</td>
<td>daring</td>
<td>tender</td>
<td>determined</td>
</tr>
<tr>
<td>procedural</td>
<td>impulsive</td>
<td>inspirational</td>
<td>complex</td>
</tr>
<tr>
<td>cooperative</td>
<td>fun</td>
<td>dramatic</td>
<td>composed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box Five</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q_____</td>
<td>R_____</td>
<td>S_____</td>
<td>T_____</td>
</tr>
<tr>
<td>philosophical</td>
<td>vivacious</td>
<td>exciting</td>
<td>orderly</td>
</tr>
<tr>
<td>principled</td>
<td>affectionate</td>
<td>courageous</td>
<td>conventional</td>
</tr>
<tr>
<td>rational</td>
<td>sympathetic</td>
<td>skillful</td>
<td>caring</td>
</tr>
</tbody>
</table>

Score 1 = _______ = _______  Score 2 = _______ = _______
Score 3 = _______ = _______  Score 4 = _______ = _______

Colors at a Glance

Characteristics

Free, Impetuous, Spontaneous
Affection, Authenticity, Love
Influence, Security, Status
Accuracy, Competence, Truth
Action, Freedom, Performing
Compassion, Rapport, Sympathy
Dependability, Responsibility, Stability
Answers, Explanations, Intelligence
Identity, Meaning, Significance
Dedication, Order, Service
Efficiency, Ideas, Output
Authority, Rigidity, Rules
Deception, Hypocrisy, Insincerity
Ambiguity, Non-conformity, Waste
Incompetence, Injustice, Unfairness

Expresses

Confidence, Openness, Optimism
Enthusiasm, Inspiration, Vivacity
Concern, Purpose, Stability
Coolness, New Ideas, Reservation
Enjoyment, Fun, Recreation
Community, Growth, Harmony
Institutions, Rules, Traditions
Growth, Inventions, Technology
Expression, Skills
Empathy, Nurturing
Loyalty, Obligation
Capability, Knowledge

Values

Fosters

How you are perceived:
Overly-emotional, Bleeding heart, Mushy, Immature, Unrealistic, Hopelessly naïve, Smothering, Too trusting, Easy to manipulate, Groveling/fawning, Soft, Out of touch with reality
Rigid, Controlling, Dull, boring, Stubborn/pigheaded, Opinionated, System-bound, Unimaginative, Judgmental, Bossy, controlling, Limiting flexibility, Uptight, Sets own agenda, Predictable, End justifies the mean, Rigid ideas of time, Limited, Throws away good items needlessly
Irresponsible, Flaky, Wishy-washy, Not serious, Disobeying rules, Manipulative, Scattered, Not able to stay on task, Uncontrollable, Resists closure, Indecisive, Spending time at things they enjoy
Intellectual snob, Arrogant, Heartless, Unrealistic, Cool/alof, Afraid to open up, Critical, Not on my side, Lacking mercy, Unappreciative, Stingy with praise, Ignores people values, Devaluing relational aspects

How YOU see yourself:
Warm, Caring, Romantic, Spiritual, Cause-oriented, Unselfish, Caretaker, Empathetic, People-person, Affirming, Kind, Sympathetic, Desiring harmony
Stable, Firm, Providing security, Dependable, Always have a view, Efficient, Realistic, Decisive, Orderly Executive type, Good planner Organized person, Dependable, Punctual, Good at sorting, Goal oriented, Finish what I start
Fun-loving, Carefree, Flexible, Practical, Hands-on, Spontaneous, Problem-solver, Good negotiator, Here and now, Sees shades of gray, Deals with chaos, Eclectic, Do many things at once
Stable, Firm, Providing security, Dependable, Efficient, Good planner, Realistic, Decisive, Orderly, Executive Type, Dependable, Good at sorting, Goal oriented, Punctual, Finish what I start

Wayne State University

lc.wayne.edu
### Succeeding with Different Types

#### Orange 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.

#### Blue Individual:
- 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.

#### Gold 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.

#### Green Individual:
- 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.

### Personality Styles

#### Orange
- New and varied activities
- Provides power and authority
- Provides prestige and challenge
- Opportunities for individual accomplishment
- Wide scope of operations
- Gives direct answers
- Opportunity for advancement
- Freedom from controls and supervision
- Unstructured
- Exciting

#### Blue
- Interactive
- Action oriented
- Personal
- Friendly and social
- Relaxed and unstructured
- Freedom of expression
- Democratic relationships
- Freedom from control and detail
- Opportunity to verbalize proposal
- Opportunity for social recognition

#### Gold
- Structured
- Permanent
- Efficient
- Cooperative
- Secure
- Maintenance of status quo
- Predictable routines
- Credit for work accomplished
- Sincere appreciation
- Identification with a group
- Standard operating procedures
- Minimal conflict

#### Green
- Focus
- Conceptual
- Doesn’t like change
- Organized
- Intelligent
- Efficient
- New Ideas
- Knowledgeable
- Competence
- Accurate
- Truthful

### Leadership Styles

#### Orange
- 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”

#### Blue
- 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
- 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

#### Green
- 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

### The STRENGTHS and WEAKNESSES of Styles in ORGANIZATIONS

#### Blues...
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.

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

#### Golds...
Their strengths include their strong sense of responsibility and duty to the organization. These are the organization’s troubleshooters. Their weaknesses include their rigidity and narrow focus on meeting rules and regulations.

#### Oranges...
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-oriented, at the expense of long-term thinking.
Program History

Across
1. The plan to check achievement of goals
3. Support based on out-of-classroom events
8. The building where you can find the Learning Community Office
9. How much better do students in a Learning Community do on average?
10. Learning Communities’ “catch phrase”
12. The name for our goals that are the focus of every Learning Community
13. Who assists faculty by mentoring students in our Learning Communities?
14. How many years have Learning Communities at WSU existed?

Down
2. How do we try to organize our students and faculty?
4. Support based on content
5. Program Coordinator for Learning Communities
6. How much does it cost to participate in a Learning Community?
7. How large is the movement of Learning Communities within Higher Education?
11. Who runs each Learning Community?
12. The acronym for our residential Learning Communities
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.).

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 2015-16, there were 44 different Learning Communities and according to our July 2016 records, 6,664 students participated.
Roles and Responsibilities

LC PROGRAM
- Program administration
- Collaboration with University community
- Training
- IMTPC Certification
- Marketing and Recruiting
- LC Program Assessment
- LC Funding

LC COORDINATORS
- Liaison for S/C/D
- 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
### WSU Learning Community Peer Mentor IMTPC Certification Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1 Regular</th>
<th>Level 2 Advanced</th>
<th>Level 3 Master</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Amount/Duration</td>
<td>15 hours of training</td>
<td>+10 additional hours of training: 25 hours total.</td>
<td>+10 additional hours of training: 35 hours total.</td>
</tr>
<tr>
<td>B. Training Format (Modes of training)</td>
<td>August Peer Mentor Training</td>
<td>Workshops: (Professional Development in Fall and Winter Semesters)</td>
<td>Workshops: (Professional Development in Fall and Winter Semesters)</td>
</tr>
<tr>
<td>C. Potential Areas/Topics of Training</td>
<td>• Role of Peer Mentor • Peer Mentoring Do’s and Don’ts • Professional Ethics • Establishing Rapport and Motivating • Question and Listening Skills • Preparing to Study • Campus and Community Resources Equal to 15 hours</td>
<td>• Conflict Resolution • Mentoring Boundaries • Ways of Mentoring • Cultural Awareness • Academic Majors/Advising • Additional Topics to Be Announced Equal to 10 hours of additional training from Level 1 (25 hours total)</td>
<td>• Conferencing Skills • Constructive Criticism • Gender Issue Awareness • Leadership Styles • Additional Topics to Be Announced Equal to 10 hours of additional training from Level 2 (35 hours total)</td>
</tr>
<tr>
<td>D. Required Experience</td>
<td>50 hours of mentoring</td>
<td>Additional 25 hours of mentoring to equal a total of 75 hours</td>
<td>Additional 25 hours of mentoring to equal a total of 100 hours</td>
</tr>
<tr>
<td>E. Mentor Evaluation Process</td>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dates</th>
<th>Time/Location</th>
<th>Topic Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 20th</td>
<td>4-6pm State 407</td>
<td>Creating Communication</td>
</tr>
<tr>
<td>Wednesday, September 21st</td>
<td>4-6pm State 413</td>
<td>Building Rapport</td>
</tr>
<tr>
<td>Tuesday, October 11th</td>
<td>4-6pm State 431</td>
<td>Constructive Criticism</td>
</tr>
<tr>
<td>Wednesday, October 12th</td>
<td>4-6pm State 413</td>
<td>Command your Calendar</td>
</tr>
<tr>
<td>Tuesday, November 15th</td>
<td>4-6pm State 407</td>
<td>Study Skills Workshop</td>
</tr>
<tr>
<td>Wednesday, November 16th</td>
<td>4-6pm State 413</td>
<td>Motivation Inspiration</td>
</tr>
<tr>
<td>Tuesday, December 6th</td>
<td>4-6pm State 407</td>
<td>Stress: Prevention &amp; Reduction</td>
</tr>
<tr>
<td>Wednesday, December 7th</td>
<td>4-6pm State 413</td>
<td>The Unique Us: Diversity Training</td>
</tr>
</tbody>
</table>

*Topics will be voted on at lunch during training on Monday, August 22nd. 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.

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.”


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.

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

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

- **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

- **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?

- **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

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

- **Frequent, timely, and constructive feedback**
  - Often peer mentors can provide feedback about students’ learning more quickly than the instructor can

- **As Above, So Below**
  - Works by Kima Kune  
  - April 8 through June 30, 2015

* Photo from the Art Gallery LC
Diversity and Inclusion

“Distinctively Wayne State University” Strategic Plan 2016-2021:

We strive to have an inclusive environment where diversity is valued broadly and every person has the opportunity to contribute and succeed. Our rich multicultural experiences reflect the real world and help develop leadership in a multicultural society. Our goals in this strategic focus are:

- Leverage our diversity to create an inclusive campus where every group and individual feels valued
- Implement and enhance academic programs focused on cultural, language, and global competencies

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
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.
# Cultural Treasure Hunt

**Find someone who ...**

<table>
<thead>
<tr>
<th>Has a name with cultural significance?</th>
<th>Knows what a “barrio” is.</th>
<th>Knows which month is Black History Month.</th>
<th>Knows which building the Cesar Chavez archives are located in.</th>
<th>Knows which country gave the Statue of Liberty to the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can tell you what the festivals of Eid Ul-Adha and Eid Ul-Fitr are.</td>
<td>Can sing a song in another language.</td>
<td>Knows how many days Ramadan lasts?</td>
<td>Has Native American heritage.</td>
<td>Is bilingual.</td>
</tr>
<tr>
<td>Has lived outside the United States for more than six months.</td>
<td>Can tell you the name for Detroit in Ojibwa.</td>
<td>Knows someone who has a Sari.</td>
<td>Can tell you who Johnny Appleseed was.</td>
<td></td>
</tr>
<tr>
<td>Knows the country of origin of chocolate.</td>
<td>Has been to a non-English speaking country.</td>
<td>Has attended a Bar or Bat Mitzvah.</td>
<td>Wears something of cultural significance.</td>
<td>Knows which city has the largest Mosque in America.</td>
</tr>
<tr>
<td>Knows what Great Lake(s) means in Chippewa?</td>
<td>Can name 3 of the sacred medicines of the Americas (in Native American tradition)</td>
<td>Knows how the Black National Anthem starts? (first three words)</td>
<td>Knows the city where Dr. Martin Luther King first recited his “I have a dream speech.”</td>
<td>Knows what “caliente” means.</td>
</tr>
</tbody>
</table>

Developed by Stefanie Baier and Sandra Gonzales.
Nuts and Bolts of Being a Peer Mentor

What to Expect

Working with your supervisor is vital as a Peer Mentor. Work with your supervisor 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 supervisor.

Program Goals/Outcomes
- What does your supervisor 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 supervisor’s expectations of you?
- What are your expectations of your supervisor? What do you need from your supervisor in order to be effective?
- How will you know that you’re being successful in your role? How and when will your supervisor provide you with feedback?

Providing Information
- Does your supervisor want you to keep track of the student interactions you have? If so, how?
• Is there a form your supervisor 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 supervisor?
______________________________________________________________________________
______________________________________________________________________________

Resources
• What resources does your supervisor 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 supervisor 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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Wayne State University  lc.wayne.edu
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

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 supervisor 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 |
| Role perception challenges | • Not being viewed as a peer  
• Not being seen as an authority figure  
• Students expecting you to solve their problems |
| Personal challenges | • Giving advice without personal morals/values getting in the way  
• Dealing with roommate issues  
• Confrontation/assertiveness issues |
| Interpersonal challenges | • Programming/activities  
• Breaking the ice  
• Being inclusive  
• Getting everyone involved |
| 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 |

* Photo from 2015-16 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.

* Photo from the Biology 1050 LC

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.
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 supervisor 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 supervisor. There are strict guidelines that govern the sharing of student information, and your supervisor 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 supervisor 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.
Tools of a GREAT Peer Mentor

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.

Participate as an active listener:
Refer and Use Resources:
Attend and respond to both content and feeling:
Ask open ended questions:
Let the STUDENT solve the problem:
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. We use "Two Likes and a Wish". 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.

**Program planning checklist**

As a mentor, there will be times when you need to plan programs and activities for your Learning Community. These may be educational/academic or fun/social in nature. Ideas include:

**Educational/Academic**
- 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

**Fun/Social**
- 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
Some things to take into consideration when planning include:

- What type of program/activity do I want to offer (social, educational, etc.)?
- Where will this program be/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.
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
- 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

SUCCESS
Responsibility • Support
### Resource Fair Passport

<table>
<thead>
<tr>
<th>1. Counseling and Psychological Services (CAPS)</th>
<th>2. Campus Health Center</th>
<th>3. Student Disabilities Services (SDS)</th>
<th>4. Dean of Students Office (DOSO)</th>
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<th>10. Writing Research and Technology (WRT) Zone</th>
<th>11. University Advising Center</th>
<th>12. Undergraduate Research Opportunities Program (UROP)</th>
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Look for these highlighted resources in the appendices, and on the map.
## Appendices

### Academic Programs – WSU Schools and Colleges

<table>
<thead>
<tr>
<th>Academic Programs – WSU Schools and Colleges</th>
<th>Building Address</th>
<th>Dean’s Office</th>
<th>Website</th>
<th>Dean’s Office Phone Number</th>
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<tr>
<td>Mike Ilitch School of Business</td>
<td>5201 Cass Avenue</td>
<td>226 Prentis Building</td>
<td>business.wayne.edu</td>
<td>313-577-4501</td>
</tr>
<tr>
<td>College of Education</td>
<td>5425 Gullen Mall</td>
<td>441 Education Building</td>
<td>coe.wayne.edu</td>
<td>313-577-1620</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>5050 Anthony Wayne Drive</td>
<td>1150 Engineering Building</td>
<td>engineering.wayne.edu</td>
<td>313-577-3780</td>
</tr>
<tr>
<td>College of Fine, Performing, and Communication Arts (CFPCA)</td>
<td>5104 Gullen Mall</td>
<td>The Linsell House</td>
<td><a href="http://www.cfpca.wayne.edu">www.cfpca.wayne.edu</a></td>
<td>313-577-5342</td>
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<tr>
<td>Graduate School</td>
<td>5057 Woodward</td>
<td>Suite 6305</td>
<td>wayne.edu/gradschool</td>
<td>313-577-2170</td>
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<tr>
<td>Irvin D. Reid Honors College</td>
<td>5155 Gullen Mall</td>
<td>2100 Undergraduate Library</td>
<td>honors.wayne.edu</td>
<td>313-577-3030</td>
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<tr>
<td>Law School</td>
<td>471 W. Palmer</td>
<td>3315 Law School</td>
<td>law.wayne.edu</td>
<td>313-577-3933</td>
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<tr>
<td>College of Liberal Arts and Science (CLAS)</td>
<td>4841 Cass Avenue</td>
<td>2155 Old Main</td>
<td>clas.wayne.edu</td>
<td>313-577-2515</td>
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<tr>
<td>School of Library and Information Science</td>
<td>5265 Gullen Mall</td>
<td>3100 Undergraduate Library</td>
<td>slis.wayne.edu</td>
<td>313-577-1825</td>
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<tr>
<td>School of Medicine</td>
<td>540 E Canfield</td>
<td>1241 Scott Hall</td>
<td>med.wayne.edu</td>
<td>313-577-1335</td>
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<tr>
<td>College of Nursing</td>
<td>5557 Cass Avenue</td>
<td>112 Cohn Building</td>
<td>nursing.wayne.edu</td>
<td>313-577-4070</td>
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<tr>
<td>Eugene Applebaum College of Pharmacy and Health Sciences (EACPHS)</td>
<td>259 Mack Avenue</td>
<td>2620 EACPHS</td>
<td>cphs.wayne.edu</td>
<td>313-577-1716</td>
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<tr>
<td>School of Social Work</td>
<td>5447 Woodward Ave</td>
<td>Suite 277</td>
<td>socialwork.wayne.edu</td>
<td>313-577-4409</td>
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### Academic Resources

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<td>5. Academic Success Center (ASC)</td>
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<td>1600 Undergraduate Library (UGL)</td>
<td>success.wayne.edu</td>
<td>313-577-3165</td>
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<tr>
<td>5. Academic Success Center (ASC) Study Skills Counseling Supplemental Instruction Tutoring and Workshops</td>
<td>5155 Gullen Mall</td>
<td>1600 Undergraduate Library (UGL)</td>
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<td>313-577-3165</td>
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<td>11. Advising (University Advising Center - UAC) for exploratory and pre-professional students</td>
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<td>1600 Undergraduate Library (UGL)</td>
<td>advising.wayne.edu</td>
<td>313-577-2680</td>
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<tr>
<td>Bulletin (Undergraduate and Graduate)</td>
<td>5057 Woodward</td>
<td>Suite 5121</td>
<td>bulletins.wayne.edu</td>
<td>313-577-2028</td>
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<td>Foreign Language Technology Center</td>
<td>906 West Warren</td>
<td>385 Manoogian Hall</td>
<td>langlab.wayne.edu</td>
<td>313-577-3022</td>
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<tr>
<td>Learning Communities <a href="mailto:learningcommunities@wayne.edu">learningcommunities@wayne.edu</a></td>
<td>656 W. Kirby</td>
<td>4009 Faculty/Administration Building (FAB)</td>
<td>lc.wayne.edu</td>
<td>313-577-2254</td>
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<td>Medical Library - Shiffman</td>
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<td>Mazurek Medical Education Commons</td>
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<td>6. Math Resource Center</td>
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<td>clasweb.clas.wayne.edu/math/mrc</td>
<td>313-577-3195</td>
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<td>Office of International Students and Scholars (OISS)</td>
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<td>416 Welcome Center</td>
<td>oiss.wayne.edu</td>
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<td>Ombudsperson</td>
<td>5221 Gullen Mall</td>
<td>205 Student Center Building</td>
<td>wayne.edu/ombuds</td>
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<td>Office of the Provost</td>
<td>656 W. Kirby</td>
<td>4092 Faculty/Administration Building (FAB)</td>
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<td>Pre-Med and Health Science Center</td>
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<td>1600 UGL</td>
<td>Wayne.edu/advising/prehealth</td>
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<td>Registrar - Records and Registration: Schedule of Classes</td>
<td>5057 Woodward</td>
<td>5th floor</td>
<td>reg.wayne.edu</td>
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<td>STARS for Degree Audit</td>
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<td>cclassschedule.wayne.edu</td>
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<td>transfercredit.wayne.edu</td>
<td>313-577-3550</td>
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<td>3. Student Disability Services (SDS)</td>
<td>5155 Gullen Mall</td>
<td>1600 Undergraduate Library (UGL)</td>
<td>studentdisability.wayne.edu</td>
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<td>Study Abroad and Global Programs</td>
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<td>131 Manoogian Hall</td>
<td>studyabroad.wayne.edu</td>
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<td>Technology Resource Center</td>
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<td>First floor, Purdy-Kresge Library</td>
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<td>313-577-0001</td>
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<td>Blackboard Office for Teaching and Learning</td>
<td>5265 Cass Avenue</td>
<td>First floor, Purdy-Kresge Library</td>
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<td>Testing, Evaluation and Research Services</td>
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<td>698 Student Center Building</td>
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<td>Transfer Student Success Center</td>
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<td>1150 Undergraduate Library</td>
<td>Tssc.wayne.edu</td>
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<td>Undergraduate Affairs</td>
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<td>undergrad.wayne.edu</td>
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<td>Academic Policies</td>
<td>656 W. Kirby</td>
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<td>General Education</td>
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<td>313-577-9226</td>
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<td>12. Undergraduate Research Opportunities Program (UROP)</td>
<td>656 W. Kirby</td>
<td>4007 Faculty/Administration Building (FAB)</td>
<td>urop.wayne.edu</td>
<td>313-577-9226</td>
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<td>10. Writing Research and Technology Zone</td>
<td>5155 Gullen Mall</td>
<td>2310 Undergraduate Library</td>
<td>clas.wayne.edu/writing</td>
<td>313-577-2544</td>
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<td>wayne.edu/admissions/undergrad</td>
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<td>Scholarships</td>
<td>42 W. Warren</td>
<td>First floor, Welcome Center</td>
<td>wayne.edu/scholarships</td>
<td>313-577-2100</td>
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<td>Athletics</td>
<td>5101 John C. Lodge Service Dr</td>
<td>101 Matthaei Athletics Complex</td>
<td>wsuathletics.com</td>
<td>313-577-4280</td>
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<td>Bookstore – Wayne State Bookstore</td>
<td>82 West Warren Avenue</td>
<td></td>
<td>wayne.bncollege.com</td>
<td>313-577-2436</td>
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<td>Bursar, Office of the - Fiscal Operations</td>
<td>42 W. Warren</td>
<td>401 Welcome Center</td>
<td>fisops.wayne.edu/bursar</td>
<td>313-577-3653</td>
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<td>Cashier’s Office</td>
<td>42 W. Warren</td>
<td>217 Welcome Center</td>
<td>fisops.wayne.edu/bursar/cashier</td>
<td>313-577-3650</td>
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<tr>
<td>Student Accounts Receivable (loans, refunds, e-bills)</td>
<td>42 W. Warren</td>
<td>401 Welcome Center</td>
<td>fisops.wayne.edu/bursar/accounts-receivable</td>
<td>313-577-3653</td>
</tr>
<tr>
<td>2. Campus Health Center</td>
<td>5200 Anthony Wayne Drive</td>
<td>115 DeRoy Apartment Building</td>
<td>health.wayne.edu</td>
<td>313-577-5041</td>
</tr>
<tr>
<td>8. Career Services</td>
<td>656 W. Kirby</td>
<td>1001 Faculty Administration Building - FAB</td>
<td>careerservices.wayne.edu</td>
<td>313-577-3390</td>
</tr>
<tr>
<td>C&amp;IT Help Desk, <a href="mailto:helpdesk@wayne.edu">helpdesk@wayne.edu</a></td>
<td>5221 Gullen Mall</td>
<td>005 Student Center Building</td>
<td>computing.wayne.edu/helpdesk</td>
<td>313-577-4778 or 313-577-HELP</td>
</tr>
<tr>
<td>CommunityEngagement@Wayne</td>
<td>5155 Gullen Mall</td>
<td>2100 Undergraduate Library (UGL)</td>
<td>communityengagement.wayne.edu</td>
<td>313-577-9216</td>
</tr>
<tr>
<td>1. Counseling and Psychological Services (CAPS)</td>
<td>5221 Gullen Mall</td>
<td>552 Student Center Building</td>
<td>caps.wayne.edu</td>
<td>313-577-3398</td>
</tr>
<tr>
<td>4. Dean of Students Office (DOSO) Judicial / Code of Conduct Student Orgs Student Senate</td>
<td>5221 Gullen Mall</td>
<td>3rd floor, Student Center Building</td>
<td>doso.wayne.edu</td>
<td>313-577-1010</td>
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<tr>
<td>Equal Opportunity, Office of</td>
<td>656 W. Kirby</td>
<td>4324 Faculty/Administration Building (FAB)</td>
<td>oeo.wayne.edu</td>
<td>313-577-2100</td>
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<tr>
<td>Financial Aid, Office of Student (OSFA)</td>
<td>42 W. Warren</td>
<td>First floor, Welcome Center</td>
<td>wayne.edu/financial-aid</td>
<td>313-577-3378</td>
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<tr>
<td>Free Legal Aid Clinic</td>
<td>5425 Woodward</td>
<td>Free Legal Aid Clinic</td>
<td>detroitflac.com</td>
<td>313-833-0058</td>
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<tr>
<td>Housing and Residential Life</td>
<td>5221 Gullen Mall</td>
<td>598 Student Center Building</td>
<td>housing.wayne.edu</td>
<td>313-577-2116</td>
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<tr>
<td>Dining – Aramark</td>
<td>5221 Gullen Mall</td>
<td></td>
<td>dining.wayne.edu</td>
<td>313-577-9941</td>
</tr>
<tr>
<td>Service</td>
<td>Address</td>
<td>Building/Location</td>
<td>Website</td>
<td>Phone</td>
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<tr>
<td>FedEx Office</td>
<td>5266 Anthony Wayne Dr</td>
<td>First floor, Towers Residential Suites</td>
<td>psg.kinkos.com/waynestate</td>
<td>313-833-3876</td>
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<tr>
<td>9. Mort Harris Recreation and Fitness Center (RFC)</td>
<td>5210 Gullen Mall</td>
<td>Mort Harris Recreation and Fitness Center</td>
<td>rfc.wayne.edu</td>
<td>313-577-2348</td>
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<td>7. Office of Multicultural Student Engagement</td>
<td>5265 Cass Ave.</td>
<td>331 Purdy Kresge Library</td>
<td>wayne.edu/diversity/omse</td>
<td>313-577-9193</td>
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<td>OneCard Service Center</td>
<td>42 W. Warren</td>
<td>257 Welcome Center</td>
<td>onecard.wayne.edu</td>
<td>313-577-2273</td>
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<td>Parking and Transportation Services</td>
<td>42 W. Warren</td>
<td>257 Welcome Center</td>
<td>parking.wayne.edu</td>
<td>313-577-7275</td>
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<td>PC Clinic</td>
<td>5221 Gullen Mall</td>
<td>799 Student Center</td>
<td><a href="mailto:pcclinic@wayne.edu">pcclinic@wayne.edu</a></td>
<td>313-577-5056</td>
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<tr>
<td>Police Department</td>
<td>6050 Cass Avenue</td>
<td></td>
<td>police.wayne.edu Emergency</td>
<td>313-577-2222</td>
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<td></td>
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<td>police.wayne.edu Non-emergency</td>
<td>313-577-6057</td>
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<tr>
<td>Student Center Administration</td>
<td>5221 Gullen Mall</td>
<td>135 Student Center Building</td>
<td>studentcenter.wayne.edu</td>
<td>313-577-4585</td>
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<td>Campus Information and Service Center Reservations</td>
<td>5221 Gullen Mall</td>
<td>135 Student Center Building</td>
<td>studentcenter.wayne.edu/reservations.php</td>
<td>313-577-4585</td>
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<tr>
<td>Student Service Center (SSC)</td>
<td>42 W. Warren</td>
<td>First floor, Welcome Center</td>
<td>wayne.edu/studentservice</td>
<td>313-577-2100</td>
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<td>Accounts receivable</td>
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<td>Financial Aid</td>
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<tr>
<td>Registrar</td>
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</tr>
<tr>
<td>University Pharmacy</td>
<td>5254 Anthony Wayne Drive</td>
<td>Towers Residential Suites</td>
<td>universityrx.wayne.edu</td>
<td>313-831-2008</td>
</tr>
<tr>
<td>Office of Military and Veterans Academic Excellence</td>
<td>5155 Gullen Mall</td>
<td>1600 Undergraduate Library</td>
<td>omvae.wayne.edu</td>
<td>313-577-9180</td>
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<tr>
<td>Student Veterans Resource Center</td>
<td>5221 Gullen Mall</td>
<td>687 Student Center Building</td>
<td>omvae.wayne.edu/student-vet-resource-center.php</td>
<td>313-577-4753</td>
</tr>
</tbody>
</table>
# 2016-17 Learning Community Calendar

**August 2016**
- Peer Mentor Kickoff and Training: **8/22-8/23/16**
- Orientation Part 2 (O2) and FestiFall: **8/29/16 and 8/30/16** (opportunity to market LCs)
- Meet and connect with students

**September 2016**
- Run LC and track who has joined
- Student Organization Day: **9/14/16, 11am - 2pm**
- Peer Mentor Professional Development: **9/20/16, 4-6pm, 407 State & 9/21/16, 4-6pm, 413 State**

**October 2016**
- Peer Mentor Professional Development: **10/11/16, 4-6pm, 431 State & 10/12/16, 4-6pm, 413 State**
- Fall Open House: **10/15/16**

**November 2016**
- Peer Mentor Professional Development: **11/15/16, 4-6pm, 407 State & 11/16/16, 4-6pm, 413 State**
- National Learning Community Conference **11/10-11/12/16 Atlanta, GA**

**December 2016**
- Peer Mentor Professional Development: **12/6/16, 4-6pm, 407 State & 12/7/16, 4-6pm, 413 State**

**January 2017**
- Welcome 2016-17 LC students back, meet & connect with students
- Peer Mentor Professional Development: **Week of 1/23/17, Details TBD**

**February 2017**
- Continue to meet and connect with students
- Peer Mentor Professional Development: **Week of 2/20/17, Details TBD**

**March 2017**
- Spring Break, No Classes, 3/13/17 through 3/18/17
- Peer Mentor Professional Development: **Week of 3/20/17, Details TBD**
- Remind 2016-17 LC students to register for Fall 2017 classes

**April 2017**
- Complete LC Year End Assessment Surveys (for Peer Mentors & students)
- 2016 - 2017 LC Year-End event: **4/24/17, Details TBD**
- Remind 2016-17 LC students to register for Fall 2017 classes

**May 2017**
- 2016-17 LCs "end"
- Year-end assessment due: **5/15/17**

**June 2017**
- Remind 2016-17 LC students to register for Fall 2017 classes

**July 2017**
- Remind 2016-17 LC students to register for Fall 2017 classes

**August 2017**
- Remind 2016-17 LC students to register for Fall 2017 classes

*This calendar is intended for LC Peer Mentors.*

The full LC calendar can be found at [http://wayne.edu/learning-communities/faculty/](http://wayne.edu/learning-communities/faculty/).