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History of FASE

FASE HISTORY

The Faculty and Staff for Student Excellence (FASE) Mentoring Program was started in 1991 through funding received from the Lilly Endowment. The mentoring initiative was started to increase retention and graduation rates among students of color by forming relationships with faculty, staff, and community mentors. The FASE Mentoring Program is placed under the auspices of the Vice President of Diversity, Equity, and Multicultural Affairs which is led by Vice President Edwin Marshall.

OMSLD MISSION

The Office of Mentoring Services and Leadership Development provides academic support and leadership development to undergraduate students through faculty, staff, and peer mentoring services for the purpose of assisting in the retention and graduation of IU students.

FASE MISSION

FASE provides academic and career support by pairing IU faculty, staff, and student mentors with students seeking help navigating the University Environment.
“Mentoring brings us together – across generation, class, and often race – in a manner that forces us to acknowledge our interdependence, to appreciate, in Martin Luther King, Jr.’s words, that ‘we are caught in an inescapable network of mutuality, tied to a single garment of destiny.’ In this way, mentoring enables us to participate in the essential but unfinished drama of reinventing community, while reaffirming that there is an important role for each of us in it.”

FASE Mentor’s Statement of Purpose

FASE mentors help students make a successful academic and social transition from their home environments to the Indiana University campus. Mentors seek to support their protégés’ academic progress and social adjustment through regular meetings and the use of planned activities which promote thoughtful attention to the personal and academic goals of their protégés. FASE mentors direct protégés to existing resources offered throughout the campus community.
What is Mentoring?

While there are many different ways of answering the question of what is mentoring, a basic definition with which we can begin is that “mentoring is a structured and trusting relationship that brings…people together with caring individuals who offer guidance, support, advice, and encouragement aimed at developing the competence and character of the mentee.”

Mentors promote excellence in protégé growth as well as provide help in adapting to college life. We compare our nurturing process to that of a butterfly. When protégés come to Indiana University they are often very sheltered and shy, like a caterpillar in a cocoon. Through time and support, the FASE Mentoring Program helps them mature and spread their wings like a butterfly. While protégés are experiencing a new world during their first year on their own, we are here to help them find their place within the IU community and encourage them to make the right choices.

Source: How to Build a Successful Mentoring Program Using the Elements of Effective Practice
FASE Peer Mentor Job Description

FASE Mentors are undergraduate students who will be of sophomore standing during the Fall semester. Mentors report to the FASE Mentoring Program Director. Mentors are accountable to serving incoming freshmen or new Indiana University Bloomington transfer students. The goal is to make sure these students become acclimated to the IUB campus and academic culture. Each Peer Mentor serves as part of a larger support network within the FASE Mentoring Program; connecting students to campus resources, events, faculty, graduate students, and peers. The design of this position is to ensure that all FASE students have a successful first year experience at IU. It is the job of the Peer Mentor to help IU students achieve this success. In FASE, we strive for the emotional and physical wellness of all students and staff members.

**Responsibilities**

- Involved leadership and participation in one of the FASE student organizations (FASE Advisory Board, Peer Educator, Emerging Leaders Toastmasters Club, Diversity Leadership Conference)
- Assist FASE students with their social and academic adjustment to college
- Encouraged to have no more than 16 credit hours in the fall semester
- Enroll in a 1 credit hour mentoring course Fall and Spring Semester
- Attend the IUPUI Mentoring Symposium and most other FASE activities
- Assist in facilitating discussions among peer mentors
- Instill and teach values relative to education, diversity, and leadership excellence
- Planning and presenting educational programs to FASE students for instructional purposes throughout the academic year
- Assist with organizing and planning social events between mentors and protégés
- Maintain reasonable contact with protégés (personal, phone, text, e-mail)
- Serve as a liaison between students and the FASE Program, alerting staff of any pressing student concerns
- Promote and encourage participation in FASE sponsored activities
- Encourage protégés to utilize professor and academic advising hours
- Be available outside of the classroom to conduct mentoring sessions as well as to refer students to University resources such CAPS, the Academic Support Centers, or the Writing Tutorial Services
- Complete FASE Mentor survey and evaluations
- Carry out other reasonable duties as assigned
- **STAY POSITIVE!!!**
Positions will begin in the Fall with an expectation for the applicant to attend monthly or bi-monthly Mentor In-Service Training Sessions. In addition, Peer Mentors must attend all FASE functions and events and are encouraged to bring their protégés along. All applicants must be willing to make a commitment to work between 5 - 10 hours a week throughout the entire academic year. Applicants must be (at least) of sophomore standing by the beginning of the fall semester and must have a cumulative and semester GPA of 2.8 or higher by the end of their freshmen year. Position appointments are for the academic calendar year with an expectation to serve no longer than two years.

The FASE Mentoring Program is a part of the Office of Mentoring Services and Leadership Development which supports the mission of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA).
Student Organizations

FASE Advisory Board (FAB)

The FASE Advisory Board (FAB) serves to compliment all OMSLD mentoring services and initiatives and will represent a comprehensive and developmental approach to understanding and enhancing the quality of undergraduate life and learning. We will encourage students, faculty, and staff to participate in a variety of initiatives supporting personal, social, cultural, academic, leadership, and professional growth. Finally, through unique contributions to the campus community and to student life, the FASE Advisory Board will be representative of the highest quality University efforts to create a stronger and more diverse campus community, better prepare students for life and work in a diverse and global society, and support a common future founded in enhanced achievement and success for all.

Officers

- President
- Vice-President
- Secretary
- Treasurer
- Historian
- Parliamentarian

Committee Chairs

- Public Relations Chair
- Social Chair
- Education Chair
- Fundraising Chair
- Community Service Chair

For position descriptions, please contact the FAB president or FASE office.

Diversity Leadership Conference

The Diversity Leadership Conference is a student leadership event that provides a platform from which to address issues that impact various student communities. The conference exists to promote academic excellence, coalition building, diversity education, leadership development, and personal empowerment.

Web address: www.iub.edu/~dleaders

E-mail: dleaders@indiana.edu
The Role of a Peer Mentor

As a Peer Mentor you have two essential roles in the FASE program. The first is to develop an open relationship with your protégé. The second is to assist, support and guide first year protégés as they become accustomed to campus life.

FASE mentor should also be:

- Supportive
- Patient
- Respected
- A good motivator
- Self-confident
- Someone who reacts well to challenging situations
- Someone who listens well
- Willing to provide leadership
- Non-judgmental
- Available
- Willing to refer students to sources of help on and off campus
- Willing to meet with the parents of your student if they visit the campus
- Willing to help your student adjust to the IU community by taking them to a campus activity, a cultural event, a community site, or your work place

A Mentor must remember that he/she is NOT:

- An ATM machine
- On call to hear about every grievance and frustration
- To be taken for granted
- Expected to spend an unreasonable amount of time with the protégé
- Supposed to replace the role of the parent/guardian
- Supposed to expect dramatic changes in attitude, self-esteem, or attendance quickly. Mentoring is a process that takes time!
- To provide solutions to all problems the student is facing
- To break the trust they have established, unless it is life threatening to the student
Peer Mentor Session Summary

Every peer mentor is expected to fill out a Peer Mentor Session Summary. THIS IS MANDATORY! Reports are to be turned in every two weeks following the end of the pay period by MIDNIGHT to http://www.indiana.edu/~omsld/forms/mentorsession.html (located on the OMSLD website within the “Become a Mentor” link).

Session Summary. All information pertaining to what you did that pay period should be included. Type your session summaries in a word processor first, and save often. You should be writing these throughout the week, not just on the Saturday when they are due. This process should take you about ½ to an hour to write, so stretch that time out throughout the pay period.

This information is crucial to the staff at FASE in making sure that our protégés remain at Indiana University and continue to excel. Confidentiality is one of our utmost concerns at FASE, therefore the only people to see the reports will be you, and the FASE professional staff.
Sample Session Summary

Instructions will be in *italics* and example text will be in **bold**. There is no need to italicize or bold in your session summary. They are just examples. Last but not least, more information is always better. When in doubt, give me more info.

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**All Protégé or FASE Work Info:**

*In this section I need you to write what you did that pertains to all your protégés or to your work as a FASE peer mentor.*

**Week of 08/26/12-09/01/12**

08/27/12 **Mon.** Time: 6:00 p.m. – 7:15 p.m.

I went to the Peer Mentor Weekly Training.

08/28/12 **Tues.** Time: 6:00 p.m. – 6:15 p.m.

I spent a few minutes catching up with my protégés over the phone. I called all of them and asked how they were doing. A few of them were really stressed out about their first few quizzes. I was able to calm a couple of them down, but they still seem stressed.

08/29/12 **Wed.** Time: 6:00 p.m. – 6:15 p.m.

I emailed all of the protégés my schedule, because it was updated. I also left some messages for them on Facebook.

08/30/12 **Thurs.** Time: 5:00 p.m. – 8:30 p.m.

Fall Reception – I was a greeter and helped clean up afterwards. Great event!

08/31/12 **Fri.** Time: 6:00 p.m. – 6:15 p.m.

I had my team meeting. I liked it because we discussed many topics that I was concerned about

Protégé *(substitute this for a name - Bobby)*:

Bobby and I went to lunch at Jimmy John’s last Thursday. We talked about how much he hated Chemistry and writing papers. I told him that I felt the same when I came here, but those things gets better over time. I think it helped. I will follow up next week.
Jimmy Robertson:
I have emailed Jimmy twice. He has not responded to any of them. I think he does not want to be a protégé.

Protégé #3:
Repeat for each protégé, see protégé #1 example.

Personal Update:
This section is for you to put down a personal update and things we need to know about you personally that may affect the job. If it’s nothing, then cool, but this is your space to let us whatever you need to know.

Last week was good. I’m doing pretty well in my classes and I got to hang out with the GF a couple nights this week. This week, on the other hand, is not good. I already got a C on a quiz in Spanish and I got into a fight with Jessica. We’ll be fine, but I don’t feel 100% when we fight.

Questions/Concern:
This section should be used to address any questions you have about the position or OMSLD related.

- When do we leave for the symposium?
- I still don’t have access to the online time card.
- I think I can handle more than 3 protégés. Can I have more?
- Why is John Doe not my protégé? I heard he got assigned to someone else.
The Mentoring Partnership

Getting Started in a Mentoring Partnership

Once you find out their contact information, get to know your protégé. The first meeting could be over a cup of coffee, by phone or by e-mail. The first meeting is all about getting to know each other, building rapport, sharing your career histories, and establishing guidelines.

During your first meeting, decide how often you would like to meet and what would be the best mode of communication.

In the second and third meetings, begin to define the protégé’s short and long-term goals. A good tool to use is the Student Workbook, which allows you to set short and long term goals and guide progress along the way.

…and you’re on your way…

General Advice for Peer Mentors

• Set up an e-mail group right away and make sure they all know how to use it.
• Remember to be there for your protégé’s as a friend.
• Stay active and be included, do not slack off just because you get busy!
• Establish early and regular communication.
• Find a need in the group and fill it. Do not just try and do things for the sake of doing them. Plan ahead!
• Generate several ideas of what to do with your group before you attempt to plan a meeting.
• Be patient and remember that you are there for the protégé. They may not always use you for the purpose you want, but at least you are making yourself available to them!
• Do more than be involved-be excited!
Stages of Mentoring

No relationship blooms suddenly. Rather, it is a gradual process similar to the construction of a building.

- **Laying the Foundation**
  • In the first phase, the foundation is established. As the two partners get to know each other, boundaries are set as to what each expects of the connection. As they begin to know more about each other and become comfortable, trust is established. They reach a point where they can discuss things openly and honestly.

- **Clarifying where they’re going.**
  • In this phase, the mentor helps the protégé look at realistic possibilities and options. Together they develop a plan to help the protégé reach his or her goals and aspirations. The mentor’s roles in this phase are primarily as coach, motivator, and teacher. He/she devotes more time to this phase than any other, focusing on providing detailed information on university procedures, and sharing the benefits and insights of his/her experiences.

- **Helping the protégé grow.**
  • In this stage, the mentor serves mostly as a counselor, guide, and door-opener. The mentor persuades the protégé to find answers on his or her own. The mentor also encourages the protégé to take initiative, try new strategies, ask questions, and make discoveries.
Conducting Meetings with your Protégé

- Most importantly, be yourself! Be relaxed and facilitate your meetings in a way that is most comfortable to you.
- Know the students’ names and call them by their names whenever possible. This establishes a better stream of communication.
- Do not hesitate to express concern about a student’s absence from a meeting. Ask the student why he/she missed the meeting and let him/her know that you value their participation. Do not act insulted; only concerned for their wellness.
- Plan an introduction to each meeting, such as a particular question to open discussion.
- Be certain that you have a clear idea of how each meeting will proceed.
- Always allow time during meetings for questions to be asked and answered.
- Provide a closing for each meeting. Perhaps give a summary of the main point of the discussion or suggest strategies for studying certain material.
- Have a friendly disposition so that students feel comfortable approaching you and attending your meetings.
- Be supportive, encouraging, and challenging.
- Insist on active student participation during each meeting.
**Getting To Know Your Protégé**

Getting to know the protégés you will be working with is an integral part of the mentoring process. Build trust by getting to know each other as individuals. A Peer Mentor is willing to invest time in their protégé’s development, and to communicate belief in the protégé’s potential for academic success. It won’t be easy, but with concerted effort, you can forge authentic, lasting friendships with your protégés.

Talk and share stories! The information that you share with your protégés may be some of the most valuable information that they will utilize at Indiana University. You have been where they are going, so they can look to you for inspiration. Also, remember that the protégés themselves offer a wealth of knowledge and diversity that will be beneficial to your learning experience.

Be positive! If you are enthusiastic about learning, protégés will share your enthusiasm. Regardless of the negative experiences a protégé might encounter, your role is NOT to validate their experience as merely “typical” of Indiana University, but rather to encourage them to stay focused on earning a degree. Obstacles will definitely arise, but you are doing them a disservice if you divert their focus from learning to the barriers of learning.

When you encounter negativity, try to redirect your protégé’s complaint into a positive direction. Whether a protégé’s criticism is about an instructor, parking, tuition or any other complaint, remain as neutral as possible. Make them understand that you cannot change a professor’s teaching style, college expenses, or limited geographical space. Sympathize, but remember, you can’t please everybody.
### Five Essentials to a Successful Mentoring Connection

A mentor-protégé relationship is like any other that one might establish. Each relationship has ingredients that make it successful – care, trust, loyalty, open communication, friendship and availability for the person when they need it the most. To make a successful mentoring connection, both individuals must devote time and energy to the growth process.

#### 1. Respect

- This is an acknowledged fact. The protégé must recognize the knowledge, skills and abilities of the mentor. The mentor must appreciate the successes of the protégé. Only when both respect each other’s achievements, does the mentor-protégé relationship have potential to grow.

#### 2. Trust

- Mentors and protégés should build trust through communication, availability, and confidentiality.

#### 3. Partnership Building

- The mentor and protégé are partners. Barriers that partnerships face may include miscommunication, uncertainty of each other’s expectations, and misperceptions of other people. In order to overcome these barriers, they should work together to maintain communication, recognize and discuss obvious problems as they occur, examine how decisions might affect goals, and have frequent discussions on progress.

#### 4. Realistic Expectations and Self Perception

- A mentor encourages the protégé to have realistic expectations regarding the protégé’s capabilities, and the amount of time and energy the mentor can commit to the relationship. The mentor gives honest feedback when discussing the protégé’s traits, abilities, talents and beliefs.

#### 5. Time

- Set aside the time to meet, even by e-mail or telephone. Do not change times unless absolutely necessary. Control interruptions. Frequently “check in” with each other via informal telephone calls.

Mentoring Skills: Communication

Communicate, Communicate, And Communicate!!! Communication is the key! As long as you show interest in your protégés, you are accomplishing the goals set forth by the FASE Mentoring Program. Telephone, email, and speak with your protégés on a regular basis. They will remember this, and it will serve as the best tool to make sure your students are excelling at the collegiate level.

Listening

There are two types of listening: passive and active.

Passive listening occurs when a listener does not verbally respond to the speaker. The listener may deliberately or unintentionally send non-verbal messages through eye contact, smiles, yawns, or nods. However, there is no verbal response to indicate how the message is being received. Passive listening is appropriate when your mentee wants to voice a complaint, vent frustration, or express an opinion.

Active listening involves verbal feedback. One type of feedback involves questioning. You ask for additional information to clarify the mentee’s message. For instance, you might ask, “What do you mean?” By asking this type of question, you want your mentee to elaborate on information already given.

Another type of feedback is paraphrasing (e.g., “Let me make sure I’m with you so far,” or “What I hear you saying is…”). Then you rephrase your mentee’s ideas in your own words. With this type of feedback, you demonstrate that you have understood your mentee’s concerns.

Source: Mass Mentoring Partnership, Mentoring 101 Training Curriculum.

Strengthen your listening skills and improve your concentration with these tips:
**Hold your fire:** Avoid getting too excited or angry about the individual’s point until you are sure you understand it. Do not immediately draw any conclusions and subdue your emotional reactions.

**Listen for the main points:** When listening to your mentee, focus on the main ideas. Make a mental outline of his or her most important points.

**Resist distractions:** While listening to your mentee, try to ignore your surroundings, e.g., outside noises or other people. Try to concentrate on your mentee’s facial expressions and his or her emphasis on certain words.

**Capitalize on thought speed:** Listen for feeling as well as fact. In other words, try to get inside the other person’s head.

**Here is an additional checklist of tips for active listening:**

- Stop talking
- Empathize with the other person
- Ask questions
- Be patient
- Concentrate
- Show the other person that you want to listen
- Make the speaker feel at ease
- Be aware of your emotions and prejudices
- Control your anger
- Rid your environment of distractions
- Listen for the main points
- React to ideas, not to the person
- Listen for what is NOT said
- Listen to HOW something is said
- Don’t antagonize the speaker
- Avoid classifying the speaker prematurely
- Avoid jumping to conclusions

Effective listening is a skill that comes from **practice** and a **desire to understand** the other person.

**Mentoring Skills: Counseling**

Counseling is helping someone look at a situation from all sides, consider all options and decide for themselves which option is the best for them. In other words, a counselor does not tell someone how to resolve their challenges, but helps them find the answer with resources. During the course of the mentoring relationship, you may have occasion to counsel your mentee on problems or conflicts. You may also counsel your mentee on how to make certain decisions. Helping your mentee make the decision that is right for them is your goal when you perform the role of “counselor.”

As a mentor in the counseling role, you MUST know the limitations of a counselor. One role you don’t want to assume is that of a mental health professional. At the first meeting, the parameters of confidentiality should be established so that there are no misunderstandings about what will be kept between the partners. This is essential in developing the trust and rapport necessary to a productive relationship. Sometimes as a relationship grows and an atmosphere of trust develops, a mentee may disclose some problem in their life that extends beyond the mentor’s role. **It is a good idea to keep a referral list handy with telephone numbers that a mentee may need. If your mentee comes to you with a personal problem, be supportive, but refer them to the appropriate trained professional resource. Encouraging the mentee to use professional resources is part of the “referral agent” role of the mentor.**

It is best to let your mentee arrive at his or her own solutions. This helps sharpen problem-solving abilities and builds confidence in the mentee. If you’re asked for advice, preface your statements with, “From my experience,” or “The way I view the situation,” or “If I were in your situation, I would consider…” These statements help your mentee understand that this is from your perspective. Make it clear that it is the mentee’s choice and responsibility to decide amongst all their options. Counseling can effectively stimulate your mentee’s problem-solving ability.

Use discretion in handling sensitive or confidential information. Realize that your mentee may be feeling anxiety, apprehension, or fear about disclosing this information to you. This is where trust really is a factor. Remember, the more serious and personal your mentee’s problem, the more cautious you should be about giving advice, and remember to refer to the appropriate program.

Mentoring Skills: Intercultural Competence

Intercultural Competence

Intercultural / Multicultural / Diversity competence is the capacity of people to understand and interact effectively and successfully with others who differ in cultural beliefs, behaviors, values, and worldview

Hindrances to Intercultural Competence

- Dealing with Personal Discomfort
- Fear of In-group Rejection
- Fear of Out-group Rejection
- Fear of Loss of Identity
- Fear of Embarrassment

Developing Intercultural Competence

- Learning Intercultural Competence
  - Intercultural competence can be learned
  - Intercultural learning is an experiential process
  - Intercultural learning is developmental
  - Change needs to be created in the thinking, feeling, behavior, and beliefs of the participants
  - Safe yet challenging learning environments facilitate progress
  - Intercultural learning requires an understanding of personal, social, communal, and institutional issues
  - Change requires effort, some discomfort, and patience
  - Intercultural learning can be transforming

Intercultural Success (5 Principles)

1. All assumptions are cultural
2. It is necessary to suspend judgment temporarily
3. Context and Content both matter
4. Becoming comfortable with discomfort is both possible and necessary
5. Curiosity and deliberate inquisitiveness improve information accuracy

Common Issues in the Mentoring Process

Even for experienced mentors, certain challenges will arise while building the mentoring relationship. The important thing to remember is that you are not alone! The majority of our mentors have probably encountered similar problems which can be discussed during the Mentor meetings. During these sessions, ideas and strategies for handling difficult issues can greatly enhance a mentor’s comfort and readiness. Also, the FASE staff is always available for further assistance. In the meantime, you may review the following suggestions for dealing with frequently occurring mentoring dilemmas.

**When Your Protégé Does Not Respond…**

This happens to the best of us. You have texted/called her multiple times. You have emailed her twice already this week. She said she would meet you in Read for lunch, but he didn’t show up. She said to meet in the library so you could study together, but you ended up studying alone. So what is the problem? We cannot say what causes a person who at one time wanted to be in FASE to suddenly turn into an unreliable mentee. But we do know the effects. When you have a nonresponsive mentee, here’s what you should do:

1) **Ask yourself if an inappropriate amount of time has passed since your last contact with the protégé.**

If you have not seen or heard from this particular protégé in more than one-two weeks, an inappropriate amount of time has passed. We allow for such a time frame because we know that you and the protégé might have a lot of work to do on any given week. However, over the course of three weeks, some contacts need to have been made.

2) **Send an e-mail to the protégé, and the FASE Supervisor.**

The e-mail should clearly express your interest in meeting with this student and your disappointment/frustration, etc. at not having made contact in the past three weeks. Inquire if the student still wants to be in FASE. Leave all the ways the mentee can reach you: e-mail, cell phone, etc.

3) **Reports. Every two weeks, you will electronically submit a session summary that will inform the office of how you, the mentee, and the mentor are getting along.** If there are any problems, this will be the venue to address them. Mentees who do not respond to attempts of communication on any level are being abusive of your time. It is better for everyone if the communication is clarified and the relationship is successful or abandoned.
What If …?

...my help isn’t wanted?

It is difficult to trust a stranger, especially if you are a student making the frightening yet exciting transition from home life to a large university setting. It may take time to establish trust in a new relationship. Don’t interpret caution as rejection. A student may not show it – in fact, he or she may not even know it fully – but your help is definitely wanted.

...something really serious comes up?

While most mentoring relationships develop and flourish without serious problems, situations may occur which will heighten the communication between the mentor and mentee. Mentors have a very important role; however, that role does not include medical, psychological or counseling treatment. There are numerous university offices and campus agencies for real emergencies. The most a mentor is expected to do – and should do – is to help guide a young person to the appropriate source of professional help.

…I’m too different to relate well?

Mentors may worry that differences in age, race, religion, education, or gender will be insurmountable barriers to the mentoring process. Actually, most experienced mentors report that mentoring someone from a different background broadens their own horizons as well as deepens their understanding of other people and their cultures. Remain open minded and the mentee will appreciate your respect.
...for some reason I am unable to mentor any longer?

This is a very serious concern because mentoring involves a deep commitment. It will do far more harm than good to enter a student’s life, build up trust, and then abandon the relationship. Be honest with yourself when committing to be a mentor – for the sake of everyone involved. If you are unsure about your ability to serve as a mentor, please advise the FASE staff as early in the academic year as possible.

...I make a mistake?

If you schedule regular meetings with your mentee and listen to the challenges of the mentee without judging them, then you have done everything right. Some mentees are more ready than others for a mentor. Your job is to give mentoring your best shot. Remember: gauge your success by the sincerity of your actions, not by the reactions of your mentee.

...the person I mentor is a disappointment?

A better question to ask is “What encouragement can I offer if my mentee disappoints him or herself?” The role of the mentor is to help young people achieve their fullest potential. Your mentee will inevitably make mistakes. You will not be able to help him/her learn from a mistake if you cannot handle it yourself.
Resources

A Helpful Guide to Services on Campus compiled from FASE U495 Class Spring 12’

1. 21st Century Scholars, Eigenmann Hall, Room 619
   855-3540
   http://www.indiana.edu/~iub21cs/

   The IUB 21st Century Scholars Office provides 21st Century Scholars with a wide variety of programs and services including academic tutoring, peer mentoring, and workshops ranging from financial aid to overseas study. They also connect Scholars with other programs and services throughout campus, with the ultimate goal of helping them be successful students at Indiana University.

2. Affirmative Action Office, Poplars 825
   855-7559
   http://www.indiana.edu/~affirm/

   Ensures compliance with federal, state, and university Equal Opportunity and Affirmative Action policies and requirements. Also helps create equitable learning and working environments where all students, faculty and staff members can develop and function to their fullest potential.

3. Neal-Marshall Black Culture Center, 275 N. Jordan Avenue
   855-9271
   http://www.indiana.edu/~nmbcc/

   Offers free tutoring, a library, study rooms, and various other services to help students academically and socially and to celebrate racial pride.

4. Asian Culture Center, 807 E. 10th St.
   856-5361
   http://www.indiana.edu/~acc/

   Provides technical and educational support, as well as creating a relaxed atmosphere for Asian, Asian-American, and Bloomington residents to mingle and form friendships. Hours are 9 a.m. to 8:30 p.m., Monday through Thursday, 9 a.m. to 5 p.m. Friday.
5. **Bloomington Transit, 130 W. Grimes Lane**  
   336-RIDE (7433)  

   Single fare is $1.00 (exact change required), monthly passes are $30, and semester passes are $150. Students with a valid Campus Access Student ID card ride for free. Transfers to Campus Bus Service and Rural Transit routes are free. You may purchase monthly/semester passes at the Bloomington Transit office between 8am and 4:30pm. Call for weekend availability. Buses run from approx. 6 a.m. to 8:30 p.m. Please see website for routes and updated information.

6. **Bursar Office, Poplars Building**  
   855-2636  
   [http://bursar.indiana.edu/](http://bursar.indiana.edu/)

   Accepts student account payments, including payments for locker rental, medical science deposits, microfilm and copyright fees, etc. Also answers questions about student accounts, disburses financial aid, discusses special payment circumstances, and provides referrals to appropriate offices.

7. **Campus Access Card (Student ID), Campus Card Services, IU Book Store at the IMU and Basement of Eigenmann Hall**  
   855-8711  
   [http://www.cacard.indiana.edu/cacard/](http://www.cacard.indiana.edu/cacard/)

   To obtain your card, go to the above address between 8 a.m. and 5 p.m., Monday through Friday. Enter the building through the northeast door. Your first card is free; a $20 fee is charged for replacement cards.

8. **Campus Bus Service, 120 W. Grimes Ln, Bloomington**  
   855-8384  
   [http://www.iubus.indiana.edu/campus_bus/index.html](http://www.iubus.indiana.edu/campus_bus/index.html)

   Operates from 7:30 a.m. to 11:30pm Monday through Friday, 8:30 a.m. to 11:00 p.m. Saturday, and 10:30 a.m. to 10:30 p.m. Sunday with reduced service during University break periods and no service on Thanksgiving, Christmas and New Year’s Day. No fares are charged or collected from any passenger. Please see website for route information and updates.
9. **Career Development Center, 625 N. Jordan**  
855-5234  
[http://www.indiana.edu/~career/](http://www.indiana.edu/~career/)

Arrays of services are available to help students make informed academic, career, and job search plans. Services include a career resource library, career counseling, an internship opportunities program, part-time job listings, and on-campus job interviewing.

10. **Commission on Multicultural Understanding (COMU), 705 E. 7th Street**  
856-0921  
[http://www.iub.edu/~comu/](http://www.iub.edu/~comu/)

The Commission on Multicultural Understanding has the general purpose of gathering information and encouraging programs and activities that will increase awareness and understanding of the factors which lead to racism and other forms of oppression in society and on our campus. With education at the core of the Commission's efforts, students, staff, and faculty all are responsible for contributing to this awareness and understanding.

11. **Counseling and Psychological Services (CAPS), IU Health Center, 600 N. Jordan**  
855-5711  
[http://healthcenter.indiana.edu/caps/](http://healthcenter.indiana.edu/caps/)

Assists with problems that impede academic and personal growth. Individual, couples, support group and group counseling are available. Hours are 8 a.m. to 4:30 p.m., Monday through Friday. An appointment is highly recommended, but walk-in emergency service is also available.

12. **Dean of Students, IMU M088**  
855-8187  
[http://www.indiana.edu/~dsa/dos.html](http://www.indiana.edu/~dsa/dos.html)

Improves the quality of student life by coordinating student activities, advocating for student concerns, enriching student living environments, protecting student rights, and fostering student responsibilities.
13. Disability Services for Students, Herman B. Wells Library W302
855-7578
http://www2.dsa.indiana.edu/dss/

Services for eligible students are based on individual need as determined by a review of relevant documentation. Services may include, but are not limited to: Testing modifications, Class notes from a peer note taker, Audio versions of texts, Interpreters for the Deaf, Accessible van transportation within campus, Elevator and lift keys, Liaisons between students and faculty/staff and, Free screenings for students who suspect they may have a learning disability.

14. First Nations Educational & Cultural Center
855-4814
fnecc@indiana.edu

This center is comprised of students, faculty members, staff, and community members concerned with American Indian, Alaskan Native, and Native Hawaiian issues at Indiana University. Weatherly Hall 203, 400 N. Sunrise Dr., Bloomington, Indiana 47405

15. FASE Mentoring Program, Eigenmann Hall, Room 619
855-3540
http://www.indiana.edu/~omsld/mentor_peers.html

“Students helping Student,” this is a program where upper class students help incoming students become acquainted to college life. I would recommend that a student get a mentor when he/she would like some guidance on college and how to transition in.

16. Gay, Lesbian, Bisexual, and Transgender Student Support Services,
705 E 7th St.
855-4252
http://www.indiana.edu/~glbtserv/

Provides educational resources, support, and referral services for lesbian, gay, bisexual, and transgender individuals. Hours are 8 a.m. to noon by appointment only, and 1 p.m. to 4 p.m. on a walk-in basis Monday through Friday.

17. Health Center, 600 N. Jordan
855-4011
http://www.indiana.edu/~health/

Pap smears, breast exams, pregnancy testing, STD screening, and birth control administered by certified GYN nurse practitioners. The student health fee covers reduced charges ($14) for routine medical visits and free clinic appointments.
18. IU Bookstore, Indiana Memorial Union
   856-2665
   http://iub.bncollege.com/
   Supplies textbooks, general books, gifts, sportswear, computer software, snacks, school supplies, and more. Hours are 8:30 a.m. to 5:30 p.m. Monday through Friday, 10 a.m. to 4 p.m. Saturday, and 11 a.m. to 4 p.m. Sunday.

19. Office of International Services, 400 E. 7th Street
   855-9086
   http://ois.indiana.edu
   The Office of International Services serves as the center for advising on immigration, financial and other matters related to an international student or scholar’s stay.

20. IU Police Department, 1469 E. 17th Street
   855-4111
   http://www.indiana.edu/~iupd/
   Open 24 hours a day. The building is locked at 5 p.m. After 5 p.m., use the phone just outside the entrance to get information or gain access to the building.

21. IU Student Association (IUSA), Indiana Memorial Union 387
   855-IUSA (4872)
   http://www.indiana.edu/~iusa/
   The student government, which is comprised of Student Body Congress and 13 departments. It is the official voice of the IU student body.

22. La Casa/Latino Cultural Center, 715 E. 7th St.
   855-0174
   http://www.indiana.edu/~lacasa/
   Offers a place for students of Hispanic origin to meet. Services include a library, job and career information, and a tutorial program.

23. Leo R. Dowling International Center, 111 S. Jordan
   855-7133
   http://www.indiana.edu/~intlserv/ic/ic_info/
   Celebrates various cultural, social, and diversity aspects of students from all over the world. Regular coffee hour events and programs are planned by the International Student Groups. Free parking is also available.
24. Libraries
855-0100
http://www.libraries.iub.edu/

The IU Main Library houses undergraduate, graduate, and research collections. There are also 16 branch libraries, the Lilly Library, 12 halls of residence libraries, and many extra system libraries.

855-9848
http://www.parking.indiana.edu/

Any student who operates a motor vehicle on IU property must register that vehicle with Parking Operations. Requests for parking permits must be accompanied by your student ID and a copy of your registration. All motorcycles and bikes must also be registered. Parking Permit fees vary.

26. Registrar Office, 408 N. Union St
855-0121
http://registrar.indiana.edu/

Maintains student academic records, including course enrollment records, grade reports, degree completion information, and student addresses and other demographic data. Also provides official university certification of enrollment.

27. Safety Escort Service, 801 N. Range Rd.
855-SAFE (7233)
http://www.indiana.edu/~cps/escort.html

Provides safe evening transportation for women and men who would otherwise be walking alone. A walking escort is available for women only; van service is available to all. Hours are Sunday through Thursday evenings, from 8 p.m. to 11:45 p.m. In early fall and spring, van service hours are Sunday through Thursday, from 8 p.m. to midnight. In the late fall and winter, van service hours are Sunday through Thursday, from 8 p.m. to 2 a.m., and Friday and Saturday, from 7 p.m. to midnight. In the summer, van service hours are 8 p.m. to midnight, every day.

28. Sexual Assault Crisis Service (SACS), IU Health Center, 600 N. Jordan
Appointment Line: 855-5711, Crisis Line: 855-8900
http://healthcenter.indiana.edu/sacsmain.html

If you’ve been a victim of sexual assault, call the SACS crisis line at any hour. A well-trained professional will offer crisis assistance, including referral to medical/legal services. Follow up crisis counseling is available.
29. Student Academic Center, 408 N. Union Street, Suit 300
855-7313
http://sac.indiana.edu/

Offers credit courses to improve learning skills, free workshop on various topics (e.g., how to study math), and individual assessment and assistance.

30. Student Financial Assistance, 408 N. Union Street
855-0321
http://www.indiana.edu/~sfa/

Provides information about eligibility for financial aid, including grants, scholarships, loans, and work-study. Hours are 9 a.m. to 4 p.m., Monday through Friday.

31. Student Legal Services, 703 E. 7th St.
855-7867
http://www.indiana.edu/~sls/

Provides legal advice/representation for students on many legal issues.

32. T.I.S Bookstore, 1302 E. Third St.
332-3306
http://www.tisbookiu.com/

Textbooks, gifts, sportswear, Greek apparel, Music Shop/Catalogue, school supplies, novelties, snacks, and more. Hours are 9 a.m. to 6 p.m. Monday through Friday, 10 a.m. to 6 p.m. Saturday, and noon to 5 p.m. Sunday (excluding New Years, Easter, Memorial Day, 4th of July, Thanksgiving, and Christmas).
Additional Sources to Consult


