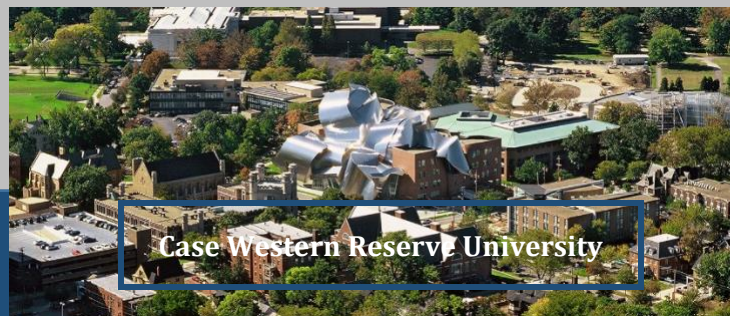


Provost Scholars Mentor Handbook 2019 - 2020

*Leading the Next Generation in the
Passionate Pursuit of Excellence.*



Purpose

The Provost Scholars Program is a partnership between Case Western Reserve University (CWRU) and East Cleveland City Schools. The program matches East Cleveland middle and high school Provost Scholars with Case faculty and staff mentors to improve the Scholars' academic and career outcomes. The purpose of this handbook is to provide Mentors with a clear understanding of the program, an outline of each week's activities and a statement of their roles and responsibilities. Within the handbook, mentors can find information pertaining to mentee responsibilities, communication between mentors and mentees, confidentiality, mentee selection for the program and other policies regarding the safety and security of students. The program has the right to amend, add, or delete any information herein, including information regarding current policies and procedures.

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Program Summary

The Provost Scholars Program is a partnership between Case Western Reserve University (CWRU) and East Cleveland City Schools. The program was founded by Provost William “Bud” Baeslack and East Cleveland City School District Superintendent Ms. Myrna Corley to improve the academic outcomes of East Cleveland (Ohio) middle and high school students. Students from Heritage Middle School and Shaw High School are selected to expand their creative, critical thinking and problem-solving skills; improve their interpersonal proficiencies; and, explore additional academic pathways to post-secondary institutions by forming a mentoring relationship with CWRU faculty and staff and participating in intensive university seminars.

Facets of Successful Mentoring Programs

Mentoring is a complex phenomenon. Clear guidelines are required to ensure appropriate relationships with specific expectations of the student and mentor. This requires training programs with child protection, duty of care and appropriate relationships between staff and students as important components of this training. The key elements of successful mentoring programs include:

- The approval of the district superintendent, the principals and teachers
- The approval and support of Case Western Reserve University’s Provost
- The support of executive staff and school community
- Signed letters of agreements from both parents and students
- Realistic expectations of what the program can achieve
- Regular, formalized meetings with documentation of objectives and outcomes, such as improved attendance, academic performance, and professional business behaviors
- Record keeping appropriate to the activity, consistent monitoring and evaluation of the program
- Strengthening all aspects of a robust and well-managed program

Understanding a Provost Scholar

Many of the Provost Scholars are residents of East Cleveland, potential first-generation college or vocational students and predominantly African-American. The majority of the students are also from low socioeconomic backgrounds with limited access to pre-collegiate programs and social networks. It is important for mentors to form a relationship early on and endeavor to move some students from mildly motivated to highly motivated and committed to their own education. The mentor's role is to show interest, get them excited about their learning and broaden their horizons. Mentors might become aware of behaviors that do not lead to academic excellence and goal attainment, such behaviors could include observations of tardiness, absenteeism, and minimal investment in knowledge and skill sets, and are necessary for the achievement of their goals. One of the mentor’s tasks is to help the Scholars to achieve their goals.

Role of Mentors, Mentees and Parents

Role of Mentors

The role of the mentor is to provide guidance, instruction, support and encouragement to their mentee in the mentee's academic and career pursuits, academic achievement, leadership and community involvement. In some instances, two mentors will work with one child and they will be referred to hereafter as co-mentors. The mentor can fulfill this role through weekly meetings with their mentee by setting aside time to review any homework assignments and strengthen their academic abilities, and providing enriching cultural, social and historical activities for their mentee. These activities can include, but are not limited to, trips to museums, restaurants, businesses and historic sites within University Circle, East Cleveland or on the Case Western Reserve University campus.

Mentors and co-mentors are also expected to meet with their mentee every Tuesday from 2:30 to 5:00 p.m. during the fall and spring semesters. Mentoring for the fall semester will start on Tuesday, September 25th and end on Tuesday, December 13th. Dates for the spring semester will be announced in December. In the event that mentors are not able to honor their weekly commitment, they should notify the program director, the program coordinator and their mentee. ***Mentees will be and are expected to provide similar notification.*** Contact information can be found on the Provost Scholars website at <http://www.case.edu/provostscholars>.

Mentors are welcome to observe and participate in weekly seminars, but their attendance is not required. Weekly agendas and monthly newsletters will be sent via e-mail notifying mentors of upcoming events and dates. They should use this information as their first point of reference followed by the calendar available on the Provost Scholars website: www.case.edu/provostscholars.

Additionally, mentors will be asked to complete a brief mentoring feedback form every week assessing their relationship with their mentee. This form can be found on CampusGroups: <http://cglink.me/s14803>. The Program Coordinator will also arrange individual meetings with mentors or co-mentors at the end of each semester to assess the mentor's experience in the program. Mentors are also expected to complete mid-term assessments in December and end-of-year program surveys in May. These feedback surveys will help to determine the extent to which the program objectives have been met and how to improve the program's organization and operations. All assessments will be made available online and the data will be delineated in aggregate.

As a mentor, Case faculty and staff will help to guide and support their mentees. They can expect to achieve this by:

- Teaching social skills for in and outside of the classroom and other social and professional business settings
- Helping mentees develop the skills for learning and to facilitate their transition to college
- Supporting mentees' transition through each grade level and ultimately to a post-secondary or technical training institution

- Increasing knowledge of education and training opportunities and further education

Mentor Time Commitment

- Every ***Tuesday*** from ***2:30 p.m. to 5:00 p.m.*** mentors will meet with their mentees (unless otherwise noted by the program staff)
- Every Thursday from 2:30 p.m. to 5:00 p.m. mentees will participate in seminars (Mentors are **not required** to attend but they are welcome to observe and participate).

Mentoring sessions

Mentors can provide academic instruction to students to address some of their immediate learning needs. For example, mentors could accomplish this by setting time aside each week to review math and reading concepts that the student may find difficult. However, other staff or students may work with the mentee, but they should never be left alone with the mentee and should be under the supervision of the mentor at all times. For other ideas on conducting the mentoring session, please see Appendix A.

Role of Mentees

Mentees are middle and high school students (8-12th grades) from Heritage Middle School and Shaw High School. Students will be enrolled in either of these East Cleveland public schools for the duration of the program.

Mentees will benefit from a mentoring relationship with a Case Western Reserve University faculty or staff member, exposure to weekly seminars, and individualized tutoring from student volunteers and others. Mentees will also have the opportunity to participate in field trips to local museums, farms, theatres and organizations. By participating in the Provost Scholars, mentees will be expected to:

- Attend all Provost Scholars sessions;
- Communicate with their mentor, parent(s)/guardian(s) and the program coordinators if they plan to be absent from the program for any reason;
- Be respectful to their peers, program coordinators, mentors and guest speakers during all program sessions;
- Be attentive and participate in all program seminars;
- Refrain from using cell phones or other electronic devices during any program session;
- Maintain a strong academic record and/or make a concerted effort to achieve a minimum GPA of 3.0 and show improvement in academic, social and interpersonal domains;
- Work to build a strong relationship with their mentor by attending every Tuesday session and/or notifying them as soon as possible in the event of an absence;
- Keep their mentor up-to-date on class and school assignments;
- Commit to studying for at least 20 hours a week outside of class and school times; and
- Share and discuss academic logs with their mentors

Role of Parents

Parents are an integral part of the Provost Scholars program and partners in their children's academic success. Incorporating parents in all program activities and events is imperative for the program's growth and sustainability. Therefore, parents will receive monthly newsletters and invitations to participate in the monthly Parents College at Case. In an effort to strengthen parental involvement in the program, the Program Director, who will be accompanied by a School District staff member, will visit the home of each Provost Scholar.

Home Visits as a Mechanism to Strengthen Parent Involvement

At the beginning of each year, the director will make a home visit to meet the parents and/or guardians, explain the program, and elicit their support for their child and the program. The purpose of the visit is to provide more information to the parents about the program and discuss the program's goals and objectives. Emphasis will be placed on specific activities that we are requesting the parents to honor as outlined in the letter of agreement.

The parents also recognize that their involvement is dependent upon their engagement and remaining abreast of program activities. To help facilitate their involvement, each parent will be asked to sign a Letter of Agreement and a form consenting to their child's participation in the program. Similar conversations will occur with the Provost Scholar during their home visit. The Provost Scholar will also be asked to sign a copy of the letter of agreement. Copies of all documents will be given to each parent.

Other Program Components

Safe Ride Home for Students/Mentees

After all Provost Scholar activities, the Program Director or a mentor will board the school bus and accompany the students to their homes. This single act has helped to link families to the program, and it provides "on-the-spot" communications between faculty, parents, relatives, and community members. More importantly, it helps to assure that each mentee arrives home safely.

Mentee and Mentor Selection

Mentee Selection Process

The Provost Scholars are selected through a rigorous process which includes the teachers and principals at East Cleveland City Schools selecting students with a commitment to academic excellence, self-discipline, and strong character.

Planning for admission to the **Provost Scholars Program** at Case Western Reserve University and the East Cleveland City Schools (ECCS) is a multistage process that begins with administrative and faculty referrals. It is designed to ensure that the individuals who will be admitted to this program will be able to fully benefit from its every aspect. The admission requirements are aligned with the mission and goals of the Provost Scholars Program and its policies and procedures.

To be eligible for the program, the student must:

- Be in the enrolled at Heritage Middle School or Shaw High School and is currently in 8th through 10th grades, or will be in 8th grade in the 2019-2020 school year;

- Have a record of excellent school attendance and punctuality;
- Have a 2.5 minimum overall grade point average (GPA);
- Have the capacity to self-regulate and control behaviors;
- Be a volunteer in a school/community program or have specific plans for volunteering; and
- Have two outstanding recommendations from school administrators or teachers in the East Cleveland City Schools.

All prospective applicants must also submit a Student Application that includes a 500-600-word essay, a completed Provost Scholars Profile, and signed Parent and Provost Scholars agreements. These materials were to have been completed and submitted electronically on or before Tuesday, May 31, 2019 at 5:00 PM. The 2020 deadline will be announced in December. A link to the application can be found [here](#).

Provost Scholars Preparing Students

The aims of the program, benefits to them, their responsibilities and the role of the mentor will be carefully explained at the first orientation in September.

Students will be taught specific skills to enable them to work effectively with their mentor. The basic skills to be taught at the orientation include:

- Help seeking skills
- Conversation and asking questions
- An understanding of professional standards that are embedded in the Provost Scholars Program

Selection of Mentors

Mentors are faculty and staff of Case Western Reserve University and they have:

- Knowledge of relevant child protection issues
- Long-term commitment to the program
- Respect for alternate views and cultures
- The capacity to focus on the needs of the student
- Good listening skills
- The ability to relate positively in a supportive, non-judgmental manner
- Knowledge of when to call in specialist assistance
- Willingness to know the student
- Willingness to do things differently
- The capacity to establish firm boundaries that will assist the student at school
- The responsibility to report any suspicious behaviors or concerns about the mentee

Parent and Community Involvement

Parent Involvement

Parents will be informed about the purpose of the program, the anticipated outcomes and potential impacts during home visits scheduled for August and September. They will also be provided with the opportunity to discuss their children's involvement in the program with the program director and/or their child's mentor. Parents will be kept informed about the progress of the program and encouraged to participate. They have the right to withdraw their children from mentoring arrangements should they so wish.

Community Involvement

Consultation with the broader school community is also essential. It is important that key school community groups, including parent groups are made aware of the rationale for mentoring and informed of how the program will be implemented at CWRU. Commitment to any program depends on the demonstrated outcomes of the program. Providing the school community with evidence and responding to concerns they may have about the nature of mentoring will assist in ensuring support for the program. The community will be informed about the Provost Scholars Program through town hall meetings and presentations at school and community meetings.

Mentor Support

Supporting mentors

Debriefing and the provision of feedback to mentors after each semester is critical to the success of the mentoring process. All mentors need feedback and support sessions from the Program Director to prevent over-involvement with the students and to pre-empt problems. Mentors need to know that the University appreciates their work and that it is providing a benefit to the student. The director will be available to resolve interpersonal problems, assist with managing concerns, and deal with premature closure of the mentoring relationship. The director will also be responsible for arranging new mentors if a relationship cannot continue. Feedback sessions may be used to provide resources to ensure the mentoring sessions proceed positively and to provide praise for achievements as appropriate.

The Program Coordinator will maintain records of the feedback sessions which may include any issues raised by the mentor and how the issue was dealt with. Any significant issues or feedback in relation to the mentoring arrangement that are raised by members of the school community, including staff and parents, should also be recorded. Records will be stored securely. If issues relate to child protection matters, they will be referred immediately to the Program Director, who will take the appropriate action.

Program Director's Role

Supporting mentors involves open communication with program staff and developing trust with the program. To facilitate this, mentors will be provided with a list of responsibilities that the director and program manager will fulfill. The director will oversee all programmatic activities, planning and development. The director also commits to providing effective communication about program changes, meetings, goals and values, and clearly articulating program organizational and development goals. Other roles and duties include:

- Assessing risks

- Ensuring that the duty of care owed to all students is paramount in determining how the program will operate
- Ensuring the Superintendent and the Provost are informed of and approves the program
- Recruiting mentors and ensuring their commitment and retention
- Monitoring the relationship between mentor and students:
 - resolving unrealistic expectations
 - intervening if the relationship becomes inappropriate
 - reminding mentors and students about appointments
- Communicating any child-related issues to the appropriate person and following through with the necessary actions
- Promoting the program to the school community
- Finding suitable venues for mentoring sessions

Program Coordinator's Role

The program manager supports the director in all facets of the program, including planning, managing and implementing all program events and seminars, managing communications between the director, mentors, the Provost and the Superintendent, and effectively engaging all volunteers. The manager's role also includes facilitating the weekly mentoring sessions between mentors and mentees by ensuring both parties are involved and engaged. Other duties and responsibilities can include, but are not limited to:

- Working closely with the Program Director
- Organizing support material for mentoring sessions
- Coordinating, monitoring and evaluating the program
- Planning and developing all program materials, including weekly agendas, the monthly newsletters and updates to all stakeholders
- Organizing and conducting debriefing sessions for mentors and students once per semester
- Record keeping of feedback including any issues raised and how they were dealt with
- Providing progress reports to the Provost and the Superintendent as required
- Maintaining records and budgets for the program
- Organizing celebratory events to mark key stages of the program
- Planning meetings with key personnel

Mentor Participation: Screening Procedures

Screening Procedures

Due to the nature of your position at Case Western Reserve University (CWRU) you are required to be fingerprinted and submit to a criminal background check conducted by the Ohio Bureau of Criminal Identification and Investigation (BCI&I) and/or the Federal Bureau of Investigation (FBI). When submitting to fingerprinting and a background check, please bring a current Driver's License or Ohio issued identification card.

We will schedule all fingerprinting at the first mentor luncheon and training in September. In the event, you are absent please contact Detective Daniel Schemmel at (216) 368-5993 or daniel.schemmel@case.edu to schedule your appointment.

Establishing Effective Standards for the Mentee and Mentor Relationship

Monitor and Evaluation

Every semester the Program Coordinator will communicate with each mentor to review their feedback forms, check progress with their mentee, complete a mid-program evaluation and review their roles and responsibilities.

During this period, mentees will also be asked to complete a self-assessment and evaluation, review their progress in the program and assess areas for improvement. Parents will be given a summary of each meeting.

Physical Contact

Mentors must not use physical contact of any kind to achieve a student's compliance with an instruction. They must not strike, push or physically discipline a student. Such actions are contrary to program policy and may result in criminal charges.

Shaking hands is a signal of formal recognition or greeting that is widely expected and accepted across families. Other than this however, there will be little need for physical contact in professional relationships with students. Mentors must be aware that behavior intended to demonstrate care and concern, including, for example, patting a student on the head, may be inappropriate for some students and may also be misinterpreted, both by the student and by casual observers. Any physical contact that is deemed unprofessional or inappropriate by any participant in the program should either report it to the Program Director, the Program Coordinator, or may report anonymously to the Integrity Hotline at CWRU by calling 1-866-483-9367 or online at caseintegrityhotline.com.

Communication

Planned social interaction outside of program and school hours between the mentor and mentee is not appropriate. Any interaction outside program hours should be with the consent of the program director. Where this happens unintentionally in the local community, interactions should be kept positive but brief.

Modes of communication between the mentor and mentee will be outlined in the mentor-mentee agreement (see Appendix B) with a copy of the agreement given to the program manager. Under no circumstances should any mode of communication be used to communicate inappropriate conversations of a sexual nature with the mentee [e.g., obscene language or gestures, images of a suggestive remarks, jokes or images].

If mentors or mentees do not desire contact outside of the program, this will be respected and followed. **However, the program DOES support mentees contacting mentors by phone, text or e-mail if they will miss a session or activity.** In any event that the mentor feels that boundaries are not clear, they should sensitively remind the student about the roles and

relationship boundaries of the program in the next mentoring session. The Program Director will also help with this concern.

It is important to develop communication that keeps professional boundaries clear and that cannot be misinterpreted as a personal as opposed to a professional interest in the student. If a mentor is observed or becomes aware themselves that they are becoming too involved in the student's welfare, then the director should be informed. In these circumstances, the director will decide if the relationship should continue and assist the mentor with his/her concerns and outline a course of action.

Mentoring should be a positive experience for all involved. Enjoyment derived from the mentoring relationship per se, however, is not the primary purpose of mentoring. Clear aims and outcomes are required for each session. Insufficient attention to these aims and outcomes could compromise the objectives of the program.

Mentor-Mentee Relationship: Guidelines and Confidentiality

Meeting with Mentees

Mentors and mentees need to have a space to meet which is suitable and comfortable. This could be in the mentor's office, a section in the library, a local café or another space on the university campus. If a mentor is working one-to-one with a student, it is best if their activities can be seen by others, e.g. through an open door.

Child Protection

The Provost Scholars program will make every effort to protect its students/mentees from harm and neglect. This includes investigating instances of abuse and/or neglect and reporting such instances to the appropriate staff and authorities. **Mentors are required to report any suspected or confirmed abuse, neglect or harm to the Program Director immediately.** Mentors can contact a staff member at (216) 368-5240 or e-mail provost-scholars@case.edu.

Reporting suspected risk of harm

Working with individual students places mentors in a position of trust and authority. Students may talk freely about personal concerns, including abuse or neglect. Mentors may also be in a position to observe indicators or behaviors that raise concerns about the safety, welfare or well-being of a student. If concerns arise, advice must be sought from the program director unless that person is the subject of the concern.

If a mentor, program staff member or other Case Western Reserve University faculty or staff member, has reason to suspect that the mentee/student under the age of 18 has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or other condition, a report to the Program Director should be made. When writing the report, include the name and age of the child, nature and extent of the child's injuries, abuse, or neglect that is known or reasonably suspected or believed. This report should first be addressed to the Program Director who will then alert appropriate authorities. These reports are treated confidentially.

Relevant Policies from Case Western Reserve University's Compliance Program

The Code of Conduct applies to the following members of the university community:

- 1) Individuals employed by the university, using university resources or facilities, or receiving funds administered by the university;
- 2) Consultants, vendors, and others under contract with the university; and
- 3) Individuals who perform services for the university as volunteers. The code of conduct refers to all these persons collectively as “members of the university community,” “community members,” or “members.”

Code of Conduct

It is the policy of Case Western Reserve University that all members of the University community adhere to the highest ethical standards of professional conduct and integrity. All members are expected to understand and comply fully with all state and federal laws, regulations, and interpretations thereof that are related to their particular duties. To help achieve that end, Case Western Reserve University has created a policy manual that describes Case’s policies concerning certain laws affecting many of our business operations. Case offers this Code of Conduct to help its personnel understand some specific laws they are bound to obey. The University Compliance website contains a comprehensive list of University policies and procedures at: <https://case.edu/compliance/university-policies>

Confidentiality

All mentors are expected to avoid discussing confidential information with outsiders, or where others, including family, can overhear them. In a case of suspected harm, mentors should report the abuse or neglect to the program director. The director will work with the mentor, the Provost and the Superintendent to handle the suspected case and take appropriate actions.

Accepting Gifts

Tangible personal gifts or gratuities shall not be accepted where their value suggests something more than merely a social gesture. Such gifts should be returned with a statement of University policy. Promotional or advertising items of nominal value such as key chains, pens, coffee mugs, calendars and holiday candy are acceptable. For further information concerning University policy on personal gifts and gratuities, see https://case.edu/policies/sites/case.edu.policies/files/2018-04/employee_recognition_policy.pdf

Professional Conduct

Effective mentoring relies on positive relationships that are developed in a professional manner. The mentor is, by the nature of their role, in a position of trust, authority and influence. They can have a significant impact upon students’ educational progress, social and emotional welfare and behavior and have the responsibility’ and authority to manage the situation.

Students who are given extra attention by a mentor may develop a feeling of attachment to the adult. This situation needs to be handled carefully. If a mentor suspects that a student is developing an attachment, the situation must be discussed with the program director and a plan developed to manage it. This may involve another adult sharing or taking over part of the mentor role.

Adults working with secondary school students should be aware that students can form close personal feelings outside of the mentor-mentee relationship. A student may develop a feeling of attachment to the adult. Signs of this attachment can include, but are not limited to, excessive calling, texting, e-mailing or contact through social media, requests for unsupervised meetings, inappropriate requests for gifts, or unsuitable photos sent to the mentor or posted on the mentor's social media accounts. If this happens, maintaining professional distance becomes extremely important to ensure the welfare of the student is safeguarded, and that the welfare and effectiveness of the mentor are not compromised. **Again, the mentor needs to discuss the situation with the Program Director and a plan developed to manage it.**

Any staff member or other mentor who becomes aware of suspects that a student has developed a "crush" on the student's mentor, is required to report that information to the director. A student's parents may also be informed and asked for their continued consent to continue the relationship.

A more comprehensive document on University Guidelines for Private Lessons and/or Mentoring is here: <https://case.edu/compliance/sites/case.edu.compliance/files/2018-03/University-Guidelines-for-Private-Lessons-10-25-12-8.pdf>

Appendix A: Conducting a Mentoring Session
Case Western Reserve University
Provost Scholars Program
2019-2020

Getting Started Guidelines

- Tell your mentee why you choose to become a mentor
- Ask “Get to Know You” questions:
 - What are your hobbies? Tell me about your family? What is your favorite kind of food/place to eat? What are your strengths? What are the areas that you feel you need to develop skills in or learn more about?
- Offer some information about your own background
- Ask your mentee, in general, what they would like to get out of the relationship:
 - Develop two or three goals for your mentoring relationship, for example:
 - How do you like to be supported to accomplish goals?
 - What are you looking for in a coach?
 - How can I best support you?
- Share with your mentee how you can work as a mentor
- Decide on the logistics and structures that they want to use to support their relationship:
 - Meeting times, length of meetings, frequency of meetings, where, who initiates, how will you structure your meetings or use your time together
- Close with what the next steps are

Fun Ideas for the Mentoring Journey (56 Ideas)

1. Set your mentoring goals together
2. Help with some homework
3. Participate in a fun walk/run together
4. Go out for a meal together
5. Make popcorn and talk
6. Go to the library
7. Visit a museum
8. Play computer games
9. Visit your workplace
10. Talk about planning a career
11. Work on a C.V. or resume
12. Work on research projects
13. Participate in office tasks
14. Data entry
15. Collating and packaging materials
16. Assist in preparing manuscripts or course outlines
17. Sit in on a lecture
18. Attend a campus event

19. Visit an art gallery
20. Review your mentoring goals
21. Take photos of favorite people/places
22. Do a pretend job interview
23. Visit the career center on campus
24. Listen to your favorite music together
25. Talk about how to get a job and find a part time job
26. Work on a scholarship application
27. Talk about balancing work and play
28. Teach time management techniques
29. Visit educational student services
30. Balance a check book
31. Talk about budgeting
32. Plan a week's worth of meals
33. Talk about personal values
34. Draw your family tree
35. Talk about the future
36. Search for universities and colleges
37. Write a song
38. Have a picnic
39. Take a train ride
40. Surf the net
41. Show your mentee how to read a map
42. Design a website home page
43. Watch a video and then discuss it
44. Make a craft together
45. Go bird-watching
46. Build, create, or design something
47. Watch and discuss the T.V. news
48. Create a journal, including photos of your time together
49. Start a collection
50. Do needlework
51. Attend a motor car rally or a motorbike race
52. Visit parliament or a local council meeting
53. Attend a cultural festival
54. Have lunch with your mentee
55. Build a model car or an airplane
56. Discuss different cultures and cuisines

**Appendix B: Mentoring Agreement
Case Western Reserve University
Provost Scholars Program
2019-2020**

Mentoring Agreement

The two of us are voluntarily entering into this mentoring relationship. We want to make this a mutually rewarding experience. There are some important parts to the mentoring agreement which are listed below. The two of us will carefully review and discuss them. After our discussion, if both of us are in agreement, we will sign this document.

Weekly Meetings

We will meet once a week on Tuesday afternoons between 2:30 p.m. and 5:00 p.m. I, the mentor, will pick-up my mentee no later than 2:30 p.m. from Guilford House. We will work in the mentor's office until 4:45 p.m., at which time, the mentee will be returned to Guilford House in time for their bus ride home.

Best Place and Time to Call

Work: _____ am/pm

School: _____ am/pm

Home _____ am/pm

Role of the Mentor (Faculty)

The role of the mentor is to model, guide, direct, observe, and give feedback to the mentee; facilitate academic and social learning skills; and, encourage career development and early planning.

Role of the Mentee (Student)

The mentee is a willing participant in this Mentor Program and will dedicate him/herself to working with their mentor, _____, by attending all scheduled meetings with his/her mentor, and completing all mutually set goals. The mentee will continue to develop personal goals, and will be supportive of his/her mentor's coaching, teaching, and feedback.

Confidentiality

Mentors will respect and maintain the confidentiality of all discussions, deliberations, records and any other information generated in connection with their relationship to the mentee. Anything that is discussed between the mentor and mentee will not be passed on to anyone outside of the program, unless the mentee indicates there is a threat of physical or psychological harm to themselves or someone else. In the event the mentee presents a physical danger to themselves or others, the mentor has a right to break this agreement and report it to the Provost Scholars program coordinators, the program director, and other responsible persons at East Cleveland City Schools and/or CWRU. The mentor may also seek protection and help the endangered individual and others who might be involved. Lastly, if the mentor feels it is important to involve another adult, that decision will be discussed with the mentee.

No Fault Clause

We agree to a no-fault conclusion of this mentoring relationship if, for any reason, it seems appropriate to end our partnership. Either person has the option of discontinuing the relationship, and he or she will discuss this decision with the Advisory Board before terminating the relationship.

Communication

In order to ensure partnership and growth in our mentoring relationship, it is imperative that we maintain regular and consistent communication. We can agree on how this communication will occur, either by phone, fax, mail or social media, and how frequently. We will outline this plan below. In addition to maintaining regular communication, the mentee understands it is their responsibility to be present at each Tuesday session. In the event of their absence, they should communicate promptly with their mentor and one of the program coordinators. If the mentee misses multiple sessions without communication, the mentor has the right to refer them to the program coordinator. We agree to:

Use the following method(s) of communication (check all that apply):

- Telephone
- Fax
- E-mail (provided on Mentee and Mentor Information forms)

Speak on the following days and times (only if and when necessary):

- Monday: _____ to _____
- Tuesday: _____ to _____
- Wednesday: _____ to _____
- Thursday: _____ to _____
- Friday: _____ to _____

Agreement

If we are in agreement, we will both sign and date below. Both the mentee and mentor will maintain a copy for their records.

Mentee Signature

Date

Mentor Signature

Date

**Appendix C: Case Western Reserve University
Provost Scholars Program
2019-2020
Mentor Mid-Term Program Evaluation**

- 1) How would you rate the mentor program overall?
- Excellent
 - Very Good
 - Satisfactory
 - Fair
 - Poor
- 2) How would you describe the quality of your experience as a participant in the program?
- Excellent
 - Very Good
 - Satisfactory
 - Fair
 - Poor
- 3) Did the mentor training session help you prepare for your mentoring experience?
- Yes
 - No
 - If no, please explain:
- 4) What additional training (if any) would you have liked? Please comment:
-
-

- 5) How clearly defined were your mentor responsibilities?
- Very clear
 - Moderately clear
 - Neutral
 - A little unclear
 - Very unclear
- 6) How would you rate the program manager?
- Excellent
 - Very Good
 - Satisfactory
 - Fair
 - Poor

Please comment:

7) What could the program director or program manager do to improve administrative procedures?

b) Programmatic procedures?

8) Do you believe the staff responsible for the program provided services in a timely manner?

Mentor-Mentee Relationship:

9) How would you describe your relationship with your mentee?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Please comment:

10) Do you think that the time you spent with your mentee was sufficient?

- Yes
- No

11) Do you think that the time you spent together was helpful for your mentee?

- Yes
- No

12) Did you gain personally from this relationship?

- Yes
- No

13) What type of mentoring relationship were you looking for?

14) Please rate the quality of the match between you and your mentee:

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Please comment:

15) What types of activities did you do with your mentee? (Please select all that apply):

- Visit museums
- Other cultural or social activities
- Attend campus or university events
- Office Administration
- Homework Assistance
- Develop a career and academic plan
- Write a C.V. or resume
- Other: _____

16) Did you experience any difficulties or challenges in your relationship with your mentee?

- Yes
- No
- If yes, what were they: _____

17) Did the mentoring relationship meet your shared objectives and expectations?

- Yes
- No

Please comment:

18) Please list positive outcomes that you have experienced through your relationship with your mentee:

Program Evaluation:

19) What can we improve on?

- Mentor orientation and training
- Better tools and resources for mentors
- Contact between mentors and program staff in timelier manner
- Follow-up with mentors throughout the session
- Better program materials
- More events
- Other (please specify): _____

20) Do you have other comments or suggestions regarding this program?

**Appendix D: Case Western Reserve University
Provost Scholars Program
2019-2020
Mentoring Feedback Form**

This form is intended to provide updates about the progress of the Provost Scholar(s) you are mentoring on Tuesday afternoon! If you would be so kind as to take a moment to tell us what the students worked on and areas of progress/concern, we would greatly appreciate it! We will keep updated notes in CampusGroups in each student's individual portfolio.

If you are working with more than one Scholar, please submit this form for each student you are working with. If you are mentoring a Scholar with another mentor, we ask that each of you offer feedback on how you feel the Scholar is progressing.

Thank you so much for your quick response! - The Provost Scholars Team

Mentor Name: _____

Date of Meeting: _____

Mentee Name: _____

Areas Covered:

- Math
- Writing
- Reading
- Subject Area (please specify below)
- Study Skills
- Test Preparation
- Other (please specify below)

What aspects of the session seem to be going positively? What are the student's strengths? Where are they making progress?

What aspects of the session seemed to be challenging? Is the student struggling with anything? How can we help?

How would you rate your effectiveness as a mentor today with this student?

- Very Effective! The student responded well in our exchanges.
- Mostly Effective. The student was occasionally distracted or withdrawn.
- Neutral. The student seemed ok some of the time and was disinterested sometimes.
- Mostly Ineffective. The student seemed detached for a good part of the time.
- Ineffective. I don't seem to be able to connect with this student.

How would you rate the effort and motivation of your student at this session?

- Very Motivated
- Mostly Motivated
- Neither Motivated or Unmotivated
- Mostly Unmotivated
- Very Unmotivated

Please offer any additional feedback concerning this scholar:

Thank you so much for taking the time to fill out this feedback sheet! This information will help us support you and your scholar better.

See you next week!

**Appendix E: Case Western Reserve University
Provost Scholars
2019-2020
Mentor Application**

Name: _____

University Address:

Career or Professional Area of Expertise:

Hobbies:

Personal Interests (please list three):

1. _____
2. _____
3. _____

Personal Strengths (please list three):

1. _____
2. _____
3. _____

Experience with mentoring middle and high school students:

Experience with mentoring students from under-served communities:

Mentoring in three dimensions:

How can you enhance your mentee's growth in these three dimensions?

Academic Goals: _____

Career Exploration Goals: _____

Personal Goals: _____

Please read and discuss the attached Mentoring Agreement with your mentee. Sign and return it to the program coordinator, Kate Klonowski, or scan to kathryn.klonowski@case.edu.

Mentor Signature

Date

**Appendix F: Case Western Reserve University
Provost Scholars Program
Mentee Assessment Form**

Name _____

Address _____

Age _____ Grade _____ School _____

My favorite school subject is _____

My least favorite school subject is _____

I would like to become a _____

My hobbies are _____

In five years, I see myself as _____

My favorite pet is _____ because _____

I want my mentor to help me with _____

I am most proud of my _____

I am not proud of my _____

I am a special person because I _____

I want to go to college and study _____

I want to go to a vocational or technical school and study _____

I would like a mentor who is _____

The words that best describe me are circled:

Quiet Shy Talkative Smart Nervous Happy Moody Irritable
Spiritual Withdrawn Outgoing Talented Friendly Curious Pretty Handsome

The one thing I want my mentor to help me with more than anything else is
