



Support for **Incoming Black Students**

S.I.B.S.

Mentor Orientation Booklet and Guide

Sponsored by the Office of Multi-Ethnic Student Affairs (MESA) and the Pan-African Network (PAN).

Program affiliates: the Office of Academic and Multicultural Initiatives (OAMI), the Center for Afro-American Studies (CAAS) and the Comprehensive Studies Program (CSP)

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S.I.B.S. MISSION

Support for Incoming Black Students (S.I.B.S) promotes retention and support of Black/African-American students through mentor pairings between freshmen and upper class students of African descent. Due to the disparities in matriculation among Black students at the University of Michigan (only 7.1% of incoming freshmen in 2005), the S.I.B.S. mission is twofold: First, S.I.B.S. is dedicated to fostering academic and social success among freshmen in practical, immediate and meaningful ways. Second, S.I.B.S. aspires to build community within the Black student body through encouraging social engagement, activism and organizational participation. As such, S.I.B.S. mentors connect freshmen with student-run organizations of African descent and promote participation in student-focused programming sponsored by various University units, offices and departments. Finally, S.I.B.S. is also committed to taking advantage of opportunities that are not specifically designated for students of African descent; campus services for the entire University community (for example, health awareness programs, lectures, art and cultural events) are also part of what will assist students in having a full and successful experience at the University of Michigan. In encouraging mutual education between mentor pairings, S.I.B.S. ultimately hopes to raise cultural awareness among African-American/Black students while building a committed and engaged student body.

Nondiscrimination policy: S.I.B.S. is committed to a policy of anti-harassment and nondiscrimination for all participating students regardless of sex, color, religion, national origin or ancestry, age, marital status, sexual orientation, war veteran status or disability.

S.I.B.S. GOALS

- _ Take advantage of the large amount of orientation programming designed to welcome first year students to the University of Michigan
- _ Support University programs and promote personal investment in mentorship—siblings will attend programs through the affiliated offices, and host their own orientation kickoff event. Siblings are also welcome to co-design programs with PAN and MESA, as well as other affiliated offices.
- _ Build future participation in student-run organizations for the development of future leaders.
- _ Promote outreach, retention and support to students of African descent.
- _ Expose freshmen of African descent to campus services and resources through an informal and/or formal institutional vehicle.
- _ Encourage empowerment through informed decision-making.
- _ Challenge students to take a personal investment in supporting others, outside of mentor pairings.

Frequently Asked Questions (FAQs):

1. WHAT IS MENTORING?

Mentor relationships are used by many organizations, networks and corporations, and therefore can take on various and limitless shapes. Before you begin your mentoring relationship, some understanding of what mentoring means in the context of this program will help you envision your commitment. Below is a definition of types of mentorship that the SIBS program can encapsulate, in order to help you, the mentor, **become acquainted with your role as a big sibling**. As your relationship builds and grows, you may build upon these definitions, or create your own.

Mentoring is a **deliberate, conscious, voluntary** relationship:

- that may or may not have a specific time limit;
- that is sanctioned or supported by the corporation, organization, or association (by time, acknowledgement of supervisors or administrators, or is in alignment with the mission or vision of the organization);
- that occurs between an experienced, employed, or retired person (the mentor) and one or more other persons (the partners);
- and typically takes place between members of an organization, corporation, or association, or between members of such entities and individuals external to or temporarily associated with such entities;
- who are generally not in a direct, hierarchical or supervisory chain-of-command;
- where the outcome of the relationship is expected to benefit all parties in the relationship (albeit at different times) for personal growth, career development, lifestyle enhancement, spiritual fulfillment, goal achievement, and other areas mutually designated by the mentor and partner
- with benefits to the community within which the mentoring takes place;
- and such activities taking place on a one-to-one, small group, or by electronic or telecommunication means; and
- typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modeling.
- A mentoring program can enhance the advising role of faculty, provide a much needed connection with a person with whom the mentee maximally identifies, and can provide access to the keys of success via a range of student-focused networks.
- ***Most importantly, if done well, a mentoring program can help life-defining behavioral change to occur. There is much potential for pairings to be transformational and mutually educational for both mentor and mentee.***

2. WHAT ARE SOME TIPS FOR GOOD MENTORING?

1. Make a list. Prepare for your first meeting: Think about things you would have wanted to know when you were in the position of the person you will mentor. You might want to think about information about yourself, what it's like starting out and expectations. Also, you may want to keep a log of the activities you attend and plan to do beyond the first meeting.

2. Be clear about your purpose and boundaries. Gift-giving, acting as an advocate, loaning money or becoming part of dispute resolution should be out-of-bounds for any mentoring relationship, including the one you will have here. See the resource guide for referrals to on-campus advocacy and conflict resolution centers. Talking about ethical or moral issues are acceptable, but be clear about your and your mentee's levels of comfort.

3. Be an active listener and ask powerful questions. A good mentor is an active listener. Active listeners suspend judgment, listen for understanding and provide an accepting atmosphere. Asking powerful questions means challenging in a friendly way, and helping the other person talk about what is important to him or her. Avoid "why" questions; try "how" or "what." Pay attention to the "subtext" and undertones of the student's words, including tone, attitude, and body language. When you think you have understood a point, it might be helpful to repeat it to your sibling and ask whether you have understood correctly. Through careful listening, you convey your empathy for the student and your understanding of a student's challenges. When a student feels this empathy, the way is open for clear communication and more-effective mentoring.

4. Maintain and respect privacy, honesty and integrity. Violating these values can have disastrous consequences for both mentors and those being mentored; offering confidentiality and sustaining trust will build stronger, more effective mentoring.

5. Give students broad exposure. Encourage involvement. Propose an active role in student-run organizations or student-run chapters of professional societies, where students can gain group skills, learn about career possibilities, and make valuable contacts among both peers and professors. Maintain objectivity and allow your sibling to experience things for him/herself; don't encourage limiting their experiences to only one group of people.

6. Use your network. Make use of your network of contacts to suggest internships, summer or part-time jobs, and off-campus mentoring.

7. Share your experiences. Communicate your feelings about your professional career, social life, academic life or overall college experience. Share your frustrations as well as your enthusiasms. When something excites you, tell your students why. Communicate the importance of mentoring and your hope that students will some day be mentors themselves.

8. Focus on wisdom. Are you a resource, catalyst, facilitator, idea generator, networker or problem solver? Or a combination of these? Avoid “telling” your mentee what to do or how to do it. Instead, try to share what you have done (or have learned), not as a prescription, but as an example of something from which you gained wisdom. If your attitude is more of a collaborator than someone all-knowing, you’ll have more success with creating a healthy relationship. You may have done mentoring before, and continue to do so in other capacities outside of this program. Use what you’ve learned, but acknowledge that mentoring is a process that requires you to continually adapt, learn new skills and make different connections. Many people are deterred from mentoring because they don’t consider themselves experts—this is never a requirement! As a wise person once said, “don’t let knowing get in the way of being.” ☺

9. Take the initiative. Make the first call! Set up times to meet with your mentee as it fits your schedule; often times freshmen may not be sure what they want, or how to articulate these needs. You don’t need to speak to him or her every day, but establish times to keep in contact for as long or short of a period as you can agree upon.

3. WHAT ARE GOOD TIPS FOR MENTORING STUDENTS OF AFRICAN DESCENT?

_ The success of any mentoring match is making a connection. However, the key to a good match is **NOT** the degree of **similarity** between the mentor and the partner, and this is especially important to remember when working with students of color. Even when students of similar ethnic backgrounds are matched, there are usually many differences within groups that exist and should not be overlooked.

_ The key is the mentor's ability to tune in to, understand and accept what the partner is **experiencing**. The ability to communicate can be enhanced with training; in many instances, training mentors is more important than finding mentors with similar characteristics.

_ Be aware that **you are responsible** for your own enlightenment—the more knowledge you attain about your own history and cultural experience, the better equipped you will be to answer questions that may arise in your mentor relationship.

_ Therefore, mentors of African descent can often be effective through developing a style that not only welcomes, nurtures, and encourages questions, but also **challenges students to develop critical thinking, self-discipline, and good study habits**. Expectations for minority-group students in college have traditionally been too low, and this, among various other environmental circumstances, can have an adverse effect on achievement.

_ Some students, especially if they are the first in their families to attend college, fear that they lack the ability or preparation to be successful academically. As a mentor, you should try to **uncover the student's level of interest and most satisfying activities**. Introduce a student with low self-confidence to another student or a colleague who faced similar challenges; this is part of building a stronger community. *Pay special attention to motivation*, which might be more important than background in deciding a student's success or failure.

_ Most importantly, **beware of letting your own assumptions or biases distort your opinion** of a student's potential, interests or styles—two people who share an ethnic, cultural or racial identity may not share identical learning experiences, backgrounds, levels of achievement or needs.

MAJOR DIFFERENCES BETWEEN HIGH SCHOOL and COLLEGE

HIGH SCHOOL

COLLEGE

TEACHER-STUDENT CONTACT

Teacher-student contacts is closer and more frequent (5 days/week).

Instructor-student contact less frequent (1-3 times/week).

COMPETITION

Academic competition not so great; lower half of class will probably not go to college.

Academic competition greater since grade distribution in college covers half the original high school population.

NEW STATUS

Student establishes a personal status in academic and social activity based on family-community factors.

Student is in a new situation if he/she goes away to school. There is little, if any, carry-over of family or community reputation.

COUNSELING

Counseling is done by guidance personnel in guidance office. Teachers also influence students. Parental contact is quite constant.

Academic advising (courses, schedules, etc) is done by faculty of student's major department. Counseling (career, personal, psychological) is handled by counseling center. Must be sought out by student. Parental contact limited.

DEPENDENCE

Student is told what to do in most situations. Follow-up on instructions is often the rule.

Student must exercise more self-discipline in following through on assignments.

MOTIVATION

Student gets stimulation to achieve or participate from parents, teachers, counselors.

Student must become self-motivating. Parents, faculty, advisors less important.

FREEDOM

Student activity is generally set by school and community tradition and acceptance.

Student has more freedom, particularly in out-of-class time. S/he must be in charge of scheduling time and establishing priorities and must accept responsibility for own actions.

DISTRACTIONS

Distractions from school and community activities are partially controlled by school and home.

Distractions can be more numerous, because of opportunities to become involved in non-academic activities. Control of distractions is vital to success.

VALUE JUDGEMENTS

Student's judgments are often based on parent's values.

Students might be disturbed by new value judgments suggested by social and academic contacts.

4. HOW CAN MENTORS HELP MINIMIZE THE DIFFERENCES BETWEEN HS AND COLLEGE?

Encourage goal-setting. When a student has trouble articulating goals, be patient. As long as students are interested and engaged in their work, they shouldn't be pressured. Goals must evolve at a natural pace. Remind students that they will almost certainly have multiple commitments, assignments and daily tasks, which is the strongest reason to aim for flexibility.

Planning and organization. Many undergraduates have little experience in organizing tasks and making good use of time. You can help them acquire this skill, beginning with simple scheduling. This will open up moments where you and your sib can spend time in activities the student values and finds meaningful.

Leadership. Advise students to join and take a leadership role in student-run organizations, journal clubs, student government, class exercises, and volunteer activities. At the same time, students must beware of burnout! Taking on too much, too early can have an adverse affect on success; try to encourage students to find balance, and learn to create times to relax.

Creative thinking. A productive mentor is one who approaches problems with an open mind. Give your mentee permission to move beyond timid or conventional solutions and remind them that original thinking carries some risk. Help to provide an environment where it is safe to take intellectual risks.

People skills. Discourage students from working in isolation from others. People skills—the abilities to listen, to share ideas, and to express oneself—are indispensable. Look for opportunities to include a shy or withdrawn student in social gatherings and group projects.

Teamwork. Learning is often most effective within any community. Cooperative problem-solving skills can be developed through group exercises, collaborative work, and other team projects. We encourage you to set up monthly meetings with the MESA African-American Coordinator to develop strategies to better serve incoming students.

5. WHAT ACTIVITIES SHOULD I PLAN?

Sure, you can take your sib along to a (dark, crowded) party, a (no room for conversation) movie, or a (cliché) residence hall pizza night. But a little creativity and planning on your part can help enhance your sib's (and your own) experience at U of M. Take a look at these suggestions ...subliminal messages aside.

Make designated times for study

Can't concentrate in the UGLI? Find another place to crack a book with your sib in a place with less traffic once a week. Try the Law library, Rackham Graduate school or Pierpont Commons for an out of the ordinary study location.

The D

Detroit has a lot to offer—museums, films, galleries, concerts, restaurants, theater performances, opera and other cultural events, not to mention the Detroit Pistons. Pick up a metro times and find something to sample in the Metro City.

Attend a sporting event

Enjoy the benefits of a Big 10 institution: purchase student tickets to a football, basketball or baseball game, or even a volleyball, softball or hockey game. Your sib can buy lunch (look out for opportunities to win tickets through the incentive program)

Grocery Run

If you have a car, and your sib doesn't, this is a great opportunity to bond in the produce section. Nothing says mentorship like rummaging through frozen food.

Explore downtown Ann Arbor

Take a tour of downtown Ann Arbor restaurants and shops. Even though restaurant prices can be a little steep, it doesn't cost much to do schoolwork over a cup of coffee at Sweetwater café. A change of environment is good for productive study, not to mention that your sib will admire your excellent taste and adaptability.

Movie night

Get a group together and head to the \$3 movie theatre on Maple road (in the mini-mall past Kroger, next to the Secretary of State and Value World)—or you could make it a Blockbuster night. Liberty Street Video has a huge collection of offbeat and cult films.

Church, Mosque, Synagogue

Haven't been in a while? Invite your sib to your place of worship. Even if you don't share the same faith, attending religious services can spark interesting conversation.

Arts and Crafts, Game Night, Cards Tournaments

The tried-and-true way to bond with your sib: Are you a T-shirt designer? Playstation portable owner? Spades junky? Makeover maven? Create a study break and have other mentor pairs chip in for costs for the more pricey activities. But don't procrastinate too long...

The Gym

Been a while since you've seen the inside of a recreation center? Take advantage of the free (for registered students) workout facilities and the newly renovated Intramural Sports building that now boasts a climbing wall. Or, the YMCA or Bally's have low-cost rates if University gyms aren't your thing. Make a standing meeting date and time to get the blood flowing—Get your doctor-recommended 20 minutes of daily cardio in.

Community Service

See the resource guide for opportunities to get involved in University initiatives. There are also student-run organizations, two of which are the Black Volunteer Network (BVN) and Intellectual Minds Making a Difference (IMMAD) that organize a range of events for students of African descent to become involved in the community.

Off the Beaten Path

The Observatory

<http://helios.astro.lsa.umich.edu/obs/angell>.

The Arboretum.

<http://sitemaker.umich.edu/mbgna>

The Planetarium.

<http://www.astro.lsa.umich.edu/planetarium>

The University Museum of Art (UMMA).

<http://www.umma.umich.edu/>

The University of Michigan Sailing Club (in Dexter).

<http://www.umich.edu/~umsc/index.html>

Five places where you can plan trips that are on or close to campus. These are fun, free, conversation starters that are also (dare I say it) stimulating places of learning.

CAMPUS RESOURCE GUIDE for SIBS

You are probably already aware that these offices and programs exist on campus. But you might not be sure about exactly *why* they might be useful to your little sib (and you). This is an annotated list (fancy word for a cheat sheet) of some resources you can easily share with your sib and act like you already knew ☺

Academic

The Career Center

www.careercenter.umich.edu

The career center hosts a myriad of recruitment fairs for companies that seek to employ Black/African-Americans, and is a useful place for resources about finding internships, jobs, applying to graduate school and career counseling and advising.

Center for Afro-American Studies (CAAS)

www.umich.edu/~iinet/caas

CAAS is an academic department in the areas of African, African-American and Afro-Caribbean Studies, covering the study of people and cultures of the Diaspora. At CAAS, students of African descent can meet and find support from Black faculty and take classes across departments that intersect with CAAS, including history, sociology, psychology and economics, to name a few. CAAS co-sponsors events for students of African descent in conjunction with various offices around campus, during and beyond Black History Month. The CAAS library is a great place to study and become more knowledgeable about the Black experience at U of M, and become more acquainted with Black history and culture. There are also great opportunities to apply to study abroad in Africa through CAAS.

Comprehensive Studies Program (CSP)

www.lsa.umich.edu/csp

Did you know that ANY student can affiliate with CSP to take advantage of FREE tutoring services? There is a range of programs available to assist in student success; these services are not just for Bridge students. Take your sib to the office to learn more about the opportunities to brush up on study skills in a welcoming and nurturing academic environment.

Sweetland Writing Center

<http://www.lsa.umich.edu/swc/>

SWC provides free tutoring in writing, as well as a variety of writing courses and support for undergraduates. Don't be fooled: you don't need to have poor writing skills to use the Center. You can also make appointments to get help with brainstorming, organization and editing with the professionals there. The website also has many helpful links to handouts and writing resources. Avoid last-minute panic by scheduling appointments early to guarantee success and improvement in your writing.

Advocacy and Support

Office of Student Conflict Resolution (OSCR)

www.umich.edu/~oscr

OSCR works to assist members of the University community who feel their rights have been violated. The office provides mediation and facilitated discussion, protects students' rights to confidentiality and advises students about their options for resolving conflict. This is a good place to refer students who may have experienced victimization and have difficulties articulating their needs.

Office of the Ombudsman

www.umich.edu/~ombuds

If a student needs to talk to someone in a confidential, respectful, informal and safe environment, the Ombuds office is a great reference, especially for mentors, who should not feel as if they need to have all the answers. The ombudsman can lighten that burden by helping your sib understand his/her rights, explore options for problem resolution and get needed referrals. The office remains neutral and impartial, seeking fairness for all sides in disputes.

Sexual Assault Prevention and Awareness Center (SAPAC)

www.umich.edu/~sapac

SAPAC is committed to providing educational and support services related to sexual assault, dating/domestic violence, sexual harassment and stalking. The center provides advocacy support and crisis intervention, as well as education and training for the entire University community. SAPAC is a great place

to educate your sib about what s/he can do to reduce the occurrence of sexual assault in the community, and learn tips for his/her own safety.

Student Legal Services

<http://studentlegalservices.dsa.umich.edu>

SLS is a full-service law office available to currently enrolled students at U of M, staffed by four licensed attorneys (in the state of Michigan and US District Court and Sixth Circuit court of appeals). Their areas of practice include landlord/tenant disputes, criminal defense, family law, employment grievances, collection and more. Services are funded through a student fee you pay at the time of enrollment, and there are no additional fees charged for the services of the attorneys. Learn and protect your rights as students and members of the U of M community.

Lesbian Gay Bisexual and Transgender Affairs (LGBTQA)

www.umich.edu/~inqueery

The office of LGBTQA provides a range of education, information and advocacy services, designed to create and maintain a safe and inclusive environment for lesbian, gay, bisexual and transgender students, faculty, staff, their family and friends, and the campus community at large. The office is a place where students can broaden their perspective and network, learn about job opportunities, housing openings and receive information about group meetings. LGBTQA also offers advice and consulting for organizations, crisis intervention and informal counseling. All are welcome; you don't have to be LGB or T to utilize the office.

Community Service/Social Justice

Ginsberg Center for Community Service & Learning

www.umich.edu/%7Emserve

If your sib shows an interest in community service, Ginsberg is a great place to begin to get involved. Even if s/he is reluctant to act on his or her interest, you can find a time to go to the center together and learn about opportunities to do meaningful work in the local community. Ginsberg is a great way to expose your sib to the world outside of the University in a productive, educational environment.

Intergroup Relations (IGR)

www.igr.umich.edu

IGR is a social justice education program that is a joint venture of the College of Literature, Science, and Arts and the Division of Student Affairs. The program works proactively to promote understanding of intergroup relations inside and outside of the classroom, offering peer-facilitated dialogues for students from different social identities and various courses over the year. Participating in IGR is a good way to begin to build a network beyond your own identity group.

Health

Counseling and Psychological Services (CAPS)

www.umich.edu/~caps

CAPS provides support for students in a comfortable, open, nonjudgmental and confidential setting. The staff includes a number of professionals of color who specialize in helping to create safe spaces for students of African descent, and has support groups to facilitate discussions of a range of concerns and issues. Encourage a student who may indicate s/he is grappling with any issues, questions or life decisions to take advantage of this FREE service—it's about keeping your community healthy

Services for Students with Disabilities (SSD)

www.umich.edu/~sswd

This office offers free, selected student services that assist students in negotiating disability-related barriers to the pursuit of their education. Dedicated to improving access to University programs, activities and facilities for students with disabilities, SSD is a great resource and reference.

Making It

Office of Multi-Ethnic Student Affairs (MESA) and William Monroe Trotter Multicultural Center

www.mesa.umich.edu

MESA (2202 Michigan Union) is dedicated to building relationships with students through group and individual advising, program development, mentorship and collaborations with student organizations, staff, faculty and the community beyond the University. Some of the events and services include the Annual Dance for Mother Earth Powwow, the Ujima retreat, funding for conference travel, the ALMA program and co-sponsorship for various heritage month events. If your sib is curious about the existing student-run groups of color, needs a break to check email and socialize, or wants to assist in the planning of an event or program, MESA is a good place to connect with others, find resources and receive guidance. Trotter Multicultural Center (1443 Washtenaw Ave) offers educational programming and support, houses several student-run organization offices and hosts a myriad of campus events during the year.

Student Activities & Leadership (SAL)

www.umich.edu/~salead

SAL is a resource specifically designed to make the most of all students' co-curricular experiences. Through leadership training and education, SAL provides support to student-run groups and resources about event planning, budgeting, successful meetings and student relationships. There is a myriad of free aids in the office that anyone can take advantage of. SAL also provides Leadershape, a summer leadership development retreat, as well as other initiatives throughout the year.

Minority Peer Advisor (MPA)

http://www.housing.umich.edu/resstaff/positions/mpa.html

If you live in a res hall, you probably know or have heard MPAs mentioned. Who are they? They're trained student staff who assists in advising and counseling responsibilities related to retention and support of students of color. If becoming an MPA is of interest to your sib, encourage him/her to begin to build experience through working with students of color and student organizations in order to qualify for the position. MPAs have an opportunity to assist in the education of students and staff to promote diversity and plan and implement cultural programs each month as part of their responsibilities. An added bonus: they'll have a chance to receive free room and board, cable and a cash stipend!

Office of Academic Multicultural Initiatives (OAMI)

www.umich.edu/~oami

OAMI offers various multicultural programs for the University as a whole, in addition to student-focused initiatives, which include pre-college programs, Black Celebratory and La Celebración Latina, leadership development and opportunities to receive funding support for programs. OAMI is also a good place to find meaningful, rewarding internships and employment—for example, the King, Chavez, Parks initiative for high school students is a summer program that provides opportunities for college students of color to mentor youth in underrepresented communities.

International Center

http://www.umich.edu/~icenter/

If your sib is an international student, there are a variety of services here that can assist him or her in becoming acclimated to life at U of M, particularly with regard to student organizations, health insurance, legal information, FAQs for new students, events and announcements. Whether or not your sib is an international student, s/he can visit the office or the website to learn about study and work abroad, and U-M Peace Corps opportunities.

INCENTIVE PROGRAM

1. Rewards will be available to mentor pairs who attend the following programs and events with their sibling:

Trotter Multicultural Center Student Success Series

Nourish YourSELF: A lunch series for women of color (bi-weekly, MESA-sponsored)
POSSE study halls, a partner program with mentor pairs, through OAMI (Tuesdays, Thursdays, dates TBA)
CAAS open house (TBA), Umoja book club, lunch series, brown bags and lectures (Wednesdays at noon, TBA)
Heritage month events
University Musical Society events (www.ums.org) and other performances

How it works: Participation tickets to verify attendance will be given out at these events so you can exchange them in the MESA office for various rewards for you and your sibling. These include food and book vouchers, and other gifts to be announced throughout the year. You can also receive rewards for planning programs for firstyears with the MESA Black/African-American Coordinator. See Lydia for details.

The full schedule of events will be sent out to the SIBS email listserv and posted on the MESA and CAAS websites.

SIBS2005@umich.edu (group email for news for big and little siblings)

SIBMentors@umich.edu (group email for big sibs only)

Look out for these and other opportunities to win prizes and rewards for participation and engagement in the program.

2. On a related note, this experience with SIBS can translate to career opportunities, through references and resume building.

MESA is working to partner with the Career Center to provide workshops specifically for SIBS on how to build your mentorship experience into your resume. CAAS (Beth James, ecnirp@umich.edu) and MESA (Lydia Middleon, lmiddlet@umich.edu) are here to provide advising to mentors, and the affiliated and supporting offices will also be able to provide reference letters to SIBS for post-undergraduate and internship positions. Look out for more about these opportunities!

PARTICIPATION CONTRACT

September 1, 2005

I have read and understand the expectations outlined in this booklet. I will do my best to contribute to the effectiveness of the SIBS (Support for Incoming Black Students)

program, as well as the well-being of the entire group. It is my responsibility to sustain contact with my little sibling, as well as set up meeting times and keep record of these interactions. I will participate in activities, programs and workshops as they relate to this program to the best of my ability. I will refrain from behavior that endangers the safety and wellbeing of my sibling, and adhere to the nondiscrimination policy outlined by the program. If I am unable or unwilling to adhere to the policy therein, I understand that I will be asked to leave the program. I will uphold and fulfill the mission of the SIBS program, and abide by the expectations of me held by the sponsors and affiliated organizations

SIB Mentor Printed Name

SIB Mentor Signature

Date

List any special needs (Medical, allergies, special medications, dietary, other needs)

Emergency Information

Contact person _____

Contact home phone _____

Relationship _____

EVALUATION

Please rate the quality, applicability and usefulness of the SIBS orientation by circling the appropriate numbers in the scales below. 5=no, 3=neutral, 1=yes. Please be as honest as possible, and include any written comments in the blank spaces provided, and submit.

Yes _____ *Neutral* _____ *No* _____

The program was helpful.

1 2 3 4 5

The orientation material was presented in ways I understood and that were clear.

1 2 3 4 5

The orientation responded to some of the questions I had about mentoring first years.

1 2 3 4 5

I know my role as a mentor in this program.

1 2 3 4 5

Based on what I learned today about SIBS, I would recommend this program to others.

1 2 3 4 5

I feel confident in my success as a mentor because:

As a result of this orientation, one of the things I hope to accomplish is:

Additional thoughts:
