

Faculty Assistant Mentoring Program

MENTOR GUIDELINES & CODE OF CONDUCT

What is Mentoring?

"Mentoring is the pairing of an individual (mentor) who has expert knowledge or skill with someone (mentee) desiring to gain that knowledge or skill in order to further develop professional expertise." -Michael Zey, The Mentor Connection

CONGRATULATIONS! You are about to embark on a rewarding and fulfilling experience. As a **mentor** teacher you will have the responsibility of guiding a student who will act as your teacher assistant or mentee.

Your commitment to work as a mentor carries a significant amount of responsibility as you will have a great influence on the lives and development of the student(s) whom you will be mentoring. In agreeing to work with the student (mentee), you recognize that you will be held at the highest ethical standards at all times and is expected to act in a manner that is appropriate of a mentor/mentee relationship.

The objectives of these guidelines and code of conduct are to ensure that mentees that are serving as teacher assistants are adequately prepared for the tasks that they are about to perform, given appropriate teaching assignments and workloads based on their capacity, experience and preparation under the appropriate guidance and oversight of a faculty who will serve as a mentor to the student(s).

Roles and Responsibilities of a Mentor:

Mentor – the selection of a mentor is based on a good teaching history and achievement and the willingness to accept the role of a mentor teacher. The role of a mentor is to teach the candidate what he/she knows about how to teach, help develop the mentee's skills in a supportive, mentored environment, and provide opportunities for the mentee to reflect on the many aspects of the teaching and learning process. The mentor must be a full-time or part-time faculty who currently has a teaching assignment closely related to the field that his/her mentee is pursuing.

The assigned faculty mentor is responsible for giving timely notifications of specific assignments which clearly outlines the mentee's duties and responsibilities and assigned schedule. A reasonable effort should be made to accommodate the competencies, preferences and schedule of the mentee when determining assignments.

The mentor should meet with the mentee on a regular basis throughout the semester. He/she is responsible for determining whether the mentee is ready to present a lecture or facilitate an activity based on the mentee's progress and capability. If the mentee is assigned to conduct a lecture or laboratory activity for the first time, **the mentor should be available to observe and provide guidance at all times.**

Mentor Eligibility Requirements and Guidelines:

- Must be teaching during the current semester
- One (1) year teaching experience in the field
- Submission of the required Mentor Application

Mentee Eligibility Requirements and Guidelines:

Aside from good scholarship and a great promise as a teacher, mentees participating in the program shall meet the following eligibility requirements and procedures:

Aside from good scholarship and a great promise as a teacher, mentees participating in the Faculty Assistant Mentoring Program shall meet the following eligibility requirements and procedures:

- First time participants must turn in a fully completed Faculty Assistant Mentoring Program Application. It is the responsibility of the student to update his/her contact information whenever necessary to get updates and timely information about the program.
- Applications must be submitted with a one-page, double-spaced essay on, "Why I Want to Be a Teacher".
- A potential mentee must be a registered full-time or part-time student at Long Beach City College; pursuing a certificate or degree.
- Must have a GPA of at least 2.5 in previous academic work (transcripts may be required for verification).
- Must be registered for at least 6 units for the semester that the activity/service is to be performed.
- Must attend an orientation.
- Mentees are encouraged to meet with a designated counselor, at least, two times to develop and follow-up on an educational plan.
- Complete the Needs Assessment form with the faculty mentor's input and approval.
- Must complete the minimum hours required for the specific work experience. It is the mentee's responsibility to maintain a record of his/her hours.
- Complete a self-evaluation (Mentee Evaluation of the Mentoring Experience) of learning objectives at the end of the program.
- Complete an evaluation of program that can be used for improvement (Program Evaluation Form).
- Returning participants only: In order to participate in another semester of the program, mentee must have new or expanded responsibilities or learning opportunities beyond those experienced during previous activity.

Roles and Responsibilities of a Mentee:

Under faculty oversight and supervision, the duties of a mentee may include the following:

- provide help or tutoring sessions
- lead student discussions, recitations, laboratory or quiz sections
- prepare materials for faculty-guided classroom or laboratory instruction/activity
- assist faculty in the design/preparation of a lesson plan, exams or quizzes
- proctor exams

Mentees are **not** responsible for the following:

- intellectual or instructional content of a course or lesson plan
- selection of student assignments
- planning examinations
- defining policies that determine final course grades
- instructing or lecturing the entire enrollment of a course
- providing the entire instruction of a group of students in a course for a prolonged period of time

Mentees are expected to share responsibility and take an active role in promoting the academic, educational and personal strengths and objectives of the students to whom they are assigned to assist. Like their faculty mentor, they should serve as a role model and treat students with respect as well as take a genuine interest in the students' academic progress.

Mentees are subject to the policies and procedures of the departments and the college/school for which they are assigned.

Program Guidelines & Policies:

- As a guideline, the amount of activities or meetings outside the classroom should be limited.
- When conducting outside classroom activities or meetings the mentor is responsible for monitoring the mentee at all times.

All outside classroom activities or meetings must be approved by the coordinator with at least 24-hours notification to the start of the activity or meeting. All activities or meetings need to take place on school premises and is subject to random visits by the coordinator.

The following documentation must be submitted to the program coordinator when conducting outside classroom activities or meetings:

- name of mentee and mentor
 - length of time
 - content of meeting/activity
 - date & time, and
 - location of the meeting
- Depending on the progress and ability of the mentee, mentors are encouraged to give the mentee an opportunity to conduct a lecture/presentation towards the end of the program under the mentor's supervision. **A copy of the lesson plan should be reviewed by the mentor and provided to the coordinator prior to the lecture/presentation.** Faculty Assistant Mentoring Program reserves the right to perform random observations of the mentee's performance. Observations will be conducted with prior notification to the mentor and will be performed together with the mentor.
 - Discussions between mentors and mentees are considered confidential. Be careful and be aware about sharing sensitive personal matters.
 - If you have a concern you feel is beyond your ability to handle, contact the coordinator even if it seems trivial (refer to Grievance Procedures below).
 - A mentor who is assigned to two or more mentees is allowed to meet with all the mentees at the same time if an activity can be accomplished in a group session.
 - The Mentee must complete, sign and submit all required paperwork to the mentor. Please submit all necessary paperwork to the coordinator by deadlines.

Required Paperwork:

Mentee/Mentor Required Paperwork

Name of Form	To Be Completed By	Submission Date
Application Form along with a one-page essay on "Why I Want To Be A Teacher".	Mentee	Prior to the start of program
Mentor Application/Acceptance Form	Mentor	Prior to the start of program
Needs Assessment Form	Mentee with help from Mentor	After the 1 st Introductory Meeting w/ Mentor
Monthly Time Sheet	Mentee	End of the program
Mentee Evaluation of the Mentoring Experience	Mentee	End of the program
Program Evaluation	Mentee	End of the program
Mentee Status Report	Mentor	End of the program

- **Termination:** A mentee can be terminated for non-performance, which may include failure to comply with the requirements of the program and/or violation of the college/school's policies.

The termination process can only be initiated if the mentee has received a written warning of his/her performance and should include the reasons for the warning/termination. The mentee must be informed in writing by the mentor to whom the mentee has been assigned. The mentor must submit a copy of the written warning to the coordinator.

- **Grievance Procedures:** Any mentee who feels that he/she is being treated unfairly according to the guidelines set forth here should first discuss the problem with his/her mentor. If a resolution is not achieved, he/she must contact the coordinator Alina Yang at ayang@lbcc.edu