

GUIDELINES



FOR THE



ARIZONA WESTERN COLLEGE FACULTY MENTOR PROGRAM



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**Updated by the
Instructional Area and the Center for Teaching Effectiveness
2011**

WELCOME

It is with great pleasure that we welcome you to Arizona Western College (AWC). AWC is a premier community college with a dedicated faculty and staff who work collaboratively to provide educational opportunities to both Yuma and La Paz county residents. You have joined an innovative team of professionals - congratulations!

AWC Mission Statement

Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz Counties.

THIS GUIDE AND YOUR RESPONSIBILITIES

The purpose of the *Mentor Program Guidebook* is to provide information you need to fulfill your responsibilities as a mentor and is presented in a format that is convenient and easy to use. A copy will be available on the AWC website in the CTE area. The College reserves the right to change any provisions or requirements when such action is in the best interest of the College. This guide is not intended to constitute a contract.

HISTORY OF THE MENTOR PROGRAM

In January 1992, a task force was assembled to develop a mentoring program for Arizona Western College. Members were selected to represent specific segments of the total college community. This task force met frequently during the spring semester to develop a system that would be both simple to administer and require a minimum of paperwork. Volunteers from among the established faculty as well as division chairs and support service personnel were screened and appointed to a mentoring pool by the task force. Orientation sessions were conducted before summer recess to brief prospective mentors on their roles. The Center for Teaching Effectiveness (CTE) was designated as the coordinating office for all mentoring activities.

The mentoring program was instituted as a pilot project in the fall of 1992 with initial funding provided by a Title III grant. For this pilot phase, only newly hired, full-time faculty were candidates for mentoring. Mentors were selected and matched with mentees by division chairs, and the pairings were announced at a breakfast prior to the semester's start. The task force met regularly during the fall to monitor and modify the operation of the program. Semester-end evaluations by all participants provided valuable feedback resulting in further modification of the system. Beginning with Spring Semester 1993, the mentoring program expanded to include new associate faculty, faculty teaching for the first time on the Interactive Television Network (ITN), and any faculty who desired mentoring and/or were assigned a mentor by division chairs as part of a developmental plan. The task force developed a handbook to be used as a reference for all mentors and mentees.

In 2005, the Division Chairs, the Associate Dean for Academic and Technology Programs, and the Director for the Center for Teaching Effectiveness began a comprehensive review and revision of the Mentor Program handbook. Work continued through the present, coordinated by the Dean of Instruction. The revision was completed Fall 2005. The Faculty Mentor Handbook was updated during June 2011 with input from the academic deans, the CTE, and faculty.

PROGRAM PURPOSE AND PHILOSOPHY

The AWC Faculty Mentoring Program is designed to facilitate the orientation of new faculty to AWC and to community college concepts. The program helps new full-time and associate faculty adapt to the challenges of their new job at AWC by systematically familiarizing them with the college's student population, staff, policies, processes, and learning philosophies. During the first semester, an experienced faculty member acts as a resource person to share information about the organization, teaching, classroom management, or subject matter as needed. In addition to new faculty, other faculty members may benefit from the program who, for example, are teaching a course for the first time, or who need other assistance. It is the intent

that the mentor be a colleague rather than a supervisor.

The philosophy behind the AWC Mentoring Program is in keeping with AWC's mission that states that the College establishes opportunities for lifelong learning and commits resources to attract, retain, and develop employees who foster a culturally diverse learning-centered community and quality of education.

MENTOR SELECTION PROCESS

Every spring, the Director of the CTE invites experienced full-time and associate faculty who have taught at AWC for at least 4 semesters to submit their names to their respective Dean/Associate Dean via email for consideration as mentors. Utilizing established criteria, the instructional Deans/Associate Deans forward approved names to the Director of the CTE. The Director of the CTE then notifies the interested applicants as to whether or not they have been recommended for service as mentors and asks them to confirm their willingness to accept the assignment. After all potential mentors have responded, the Director of the CTE creates, maintains, and provides a composite list of approved mentors to the instructional Deans/Associate Deans. The Director of the CTE provides a training session for new mentors prior to their first assignment. The instructional Deans/Associate Deans assign mentors to designated faculty. No mentor may be assigned more than two mentees during a given semester. The mentor does not necessarily have to be in the same division as the mentee. Only faculty in non-supervisory roles can serve as mentor.

MENTOR REMUNERATION

Mentors are paid an honorarium upon completion of the mentoring agreement. While the honorarium for serving as a mentor is nominal, the role of the mentor is very important to the new faculty member's success and to the quality of instruction provided to AWC students. The expectation is there will be a minimum of (but not limited to) four face-to-face contacts at the following times: class startup, FTSE input, midterm input, and final grades. Additional email and phone contact is encouraged.

MENTOR CHARACTERISTICS AND RESPONSIBILITIES

A mentor must be a skilled and proven instructor, a good communicator, and an individual who demonstrates positive attitudes about AWC and the Community College mission. A mentor is not only willing to share information but is also willing to be responsible for someone else's professional growth. Each mentor-mentee relationship will be different and should be structured to meet the needs of the mentee involved.

As a mentor, your first task is to contact your assigned mentee and set up a planning meeting within the first week of the semester. This meeting may be the first contact you have with the mentee. During this session, a mutual plan will be developed. The plan should cover a timeline for the semester, outline the frequency of contact, detail the objectives to be accomplished, and establish a method for evaluating the proposed plans. You must submit the plan to the Director of the CTE by the third week of the mentee's class with a copy sent to the respective Dean/Associate Dean (see appendix for plan template). The mentee should also visit the mentor's class. Mentors are required to conduct at least one classroom visitation of the assigned mentee using the AWC faculty appraisal observation instrument.

IMPORTANT TOPICS

1. The mentor should familiarize the new faculty member with the administrative requirements of his/her job at AWC including, but not limited to:
 - The provisions/expectations of a faculty member as listed in the AWC Faculty Guide
 - AWC Procedures Manual, in particular the 600 level procedures regarding faculty
 - Instructor absence procedures
 - [Assessment/Matrices](#)
 - Division/Department meeting attendance
 - Blackboard
 - Attendance
 - Grading
 - Student Code of Conduct
 - Disciplinary process/disturbing writing
 - [Committee Assignments](#)
 - Classroom access control
 - Contact Information
 - Use of guest lecturers, field trips, change of venue, etc.
 - Course syllabus and first day handouts
 - Emergency Procedures
 - EDU 250 (full-time faculty)/EDU 249 (associate faculty) requirement
 - Faculty Appraisal Process
 - FERPA
 - Office hours
 - Professional development opportunities
 - Sexual harassment/employee discrimination compliance

- Students who are 16 years and under
- Student withdrawals, administrative withdrawals, student drops
- Textbooks
- Travel Manual
- [Waitlist](#)
- WebAdvisor
 - Class roster
 - FTSE
 - Grading
 - Pay advice
 - Personal Information
- Workplace safety
(See Appendix Mentor Plan Template)

2. New faculty should also be familiarized with the College's Student Learning Outcomes and the Program Review process. They will need guidance on how to develop process and tools for assessment, and how to incorporate results in order to modify instructional and materials in general education, degree programs, course clusters, and/or certificate programs, in coordination with colleagues.

3. For those faculty teaching General Education courses, a review of the writing requirements and awareness areas should be included as part of the orientation. In Fall 2012, the implementation of the Intensive Writing courses will begin.

4. The faculty member should also become familiar with the grading and evaluation system used by his/her discipline.

Mutual Classroom Visitations required

GUIDELINES FOR CLASS VISITATIONS

Visitations to each other's classes will provide a valuable addition to the learning experience for the mentee and mentor, as well as creating open and meaningful dialogue.

Inviting the Mentee to Your Class

1. Please extend an invitation to the mentee to observe your classes.
2. Before mentees visit your class, you may want to provide them with a copy of AWC's faculty appraisal observation instrument for review and discussion.
3. As a part of the visitation, plan a follow-up meeting with your mentee.

Visiting the Mentee's Class

The primary purpose of the classroom visit is to maintain communication and to provide the opportunity for nondirective dialogue about the teaching process. The follow-up discussion should focus upon the subject matter, strategies for teaching future topics, student/instructor interaction patterns, etc. Your role as mentor is not evaluative or supervisory, nor should you volunteer a critique.

SUGGESTIONS FOR ACTIVITIES

- Personal conferences or informal meetings
- Periodic telephone conferences
- Visits or tours of AWC instructional support facilities
- Scheduled meetings with other AWC faculty, administrators or staff
- Professional Development opportunities (blackboard workshops, CTE workshops, faculty in-service, etc.)

SUGGESTIONS FOR BROADER TOPICS OF DISCUSSION

- The community college philosophy, with emphasis on "open-door" concept
- How community college students differ from students in four-year institutions
- The importance of meeting administrative deadlines and impact on students' grades, financial awards, and state reimbursements to AWC
- Sources of information to include: web page, handbooks, policies and procedures manuals, catalogs, schedules, newspapers, directories, etc.
- Instructional and Staff Development Programs at AWC
- Committees and task forces

(Although the above content is covered in EDU 250, many may not take it the first semester they are teaching for AWC.)

Appendix

MENTOR ASSIGNMENT FORM (MAF)

Mentee's Name _____ **Mentor's Name** _____

Dean/Associate Dean

1. Identify a mentor (from the Approved Mentor List) for each mentee in your area and confirm the match with the mentor.
2. Sign and date the confirmation of this match on this form.
3. Keep a copy and forward this form to the mentor.

Date _____ Signed _____

Dean/Associate Dean's Signature

Mentor

1. Contact the mentee and set up the first meeting the first week of the semester to develop a plan for the semester.
2. Sign and date this form verifying that the first conference has occurred.
3. Keep a copy of this form and plan.
4. Attach a copy of plan to this form and return to CTE.

Accept assignment _____

Accept assignment _____

Decline assignment _____

Decline assignment _____

Mentor Signature Date

Mentee Signature Date

Director of the CTE

1. Verify the return of the evaluation forms from the mentor and the mentee at the 12th week of the semester.
2. Sign and date the form.
3. Begin the process to pay the mentor for each mentee.

Date _____ Signed _____

Arizona Western College Mentoring Contract/Plan

Mentee:

Mentor:

Semester:

1. Initial meeting _____ to determine dates for further meetings

2. Meeting dates:
- a.
 - b.
 - c.
 - d.
 - e.

3. See attachment for topics to be covered:
- a.
 - b.
 - c.
 - d.
 - e.

Signed by: _____

Mentor Signature

Date

Signed by: _____

Mentee Signature

Date

CHECKLIST FOR MENTORS

Thank you for agreeing to be a mentor. Please review the following guide to possible discussion topics and activities for the semester that you serve as a mentor in order to develop a plan for you and your mentee.

_____ Contact the mentee during the first week of the semester, prior to the start up of classes.

_____ Set conference appointment to develop a plan with the mentee to address orientation to the college or use of the ITN. Suggestions for that discussion include:

Date:

- _____ a. Go over the Faculty Guide with the faculty
- _____ b. First Day Handouts and Syllabi
- _____ c. Student registration policies – Add, Drop, and Withdrawal
- _____ d. Attendance policies for classes
- _____ e. Roster issues including FTSE Rosters, Grading Rosters
- _____ f. Withdrawal policy for students
- _____ g. Web Advisor and Email access and expectations
- _____ h. Website navigation
- _____ i. Distance Education opportunities and resources on campus
- _____ j. FLEX program expectations for full time faculty
- _____ k. Technical problems in the classroom - HELPDESK
- _____ l. Print Services and getting copies made for class
- _____ m. Final exam Schedule and expectations
- _____ n. Absent from Class – Substitute process
- _____ o. Keys to classrooms and access if doors are locked
- _____ p. 10 most important phone numbers for all faculty members on campus
- _____ q. Emergency procedures on campus
- _____ r. Disruptive student behavior procedures

_____ Schedule mutual class visitations (**required**)

_____ Return the completed Mentor Assignment Form to the CTE once the conference is held. Attach plan developed at initial meeting. Use this Statement of Expectations to guide you.

Statement of Expectations

Contact initiated by mentor prior to start of classes

Development of individualized plan between mentor and mentee

Follow-up contacts initiated by mentor throughout semester