
The voice and vision of special education

**CEC/CEC-PD MENTORING PROGRAM
GUIDELINES FOR FACULTY ADVISORS**

Student Selection Process

Disseminate information about the Mentoring Program to students.

Discuss the goals of the Mentoring Program; the Program's operational procedures; and the Program's potential benefits to the student participants with the interested students.

Garner information from the students about their expectations as a mentee in the Program.

Establish the means by which students are selected to participate in the Mentoring Program.

NOTE: All student mentees must be a current student member of CEC at the time they complete the online Student Information survey and throughout the duration of the Mentoring Program year. Require the **student's CEC membership number** prior to sending the student the link to the online Student Information survey.

Provide each student, who is interested in becoming a mentee, with a copy of the Student Guidelines for his/her review **prior to** providing the link to the online Student Information survey for the student to complete.

Ensure that the students understand what is expected of them as mentees in the Program before they complete the online Student Information survey.

Make certain that student mentees complete the online Student Information survey by the due date.

Communication Process

Have the option to make an initial contact with the mentors who are assigned to the students (mentees) to make introductions, answer questions, share information about the students and the special education program at the college/university, etc. A list of the mentors with contact information will be provided to the faculty advisors by the coordinator at the time of the matching.

Remind students to inform the faculty advisor if they have not received any contact from the mentor by the **second week** following the original assignment of the mentor to the mentee. It is important to determine that the mentor has established this contact to ensure that the e-mail addresses are correct and the mentoring process begins in a timely manner as close to the beginning of the fall semester as possible.

Check with the mentee at the conclusion of the two weeks following the assignment of the mentor to ascertain whether contact has been made with the student.

Have the option to contact the mentor directly to determine the problem with the initial contact, i.e., incorrect e-mail address for the student, mentor out of town, etc. **or** contact the coordinator of the mentors to seek resolve to the lack of this initial contact.

Periodically, check with the students to determine the benefits of the mentoring process. If problems are identified, the mentor coordinator, Linda Marsal (CECPDmentoring@cec.sped.org, 252.353.8919), should be contacted so that the issue(s) can be resolved in a timely manner.

Remind students to notify their faculty advisors and their mentor any time there is a change in their contact e-mail address or phone number.

Act as the personal contact for students when unresolved issues arise between the student and his/her mentor. This would be done in collaboration with the Program coordinator.

Request that the students inform the faculty advisor when, during the course of the mentoring process, specific problems occur, i.e., lack of communication from the mentor, non response to requests made, etc.

Emphasize with the students the need to respond to contacts made by the mentor even if it is to say "thank you/no assistance or questions at this time."

Contact the Program coordinator when the student reports a lack of communication from the mentor in response to requests, ongoing contact with the mentee, etc.

Develop a set schedule to check with the students to ensure that they are in contact with their mentors.

Introduce yourself to the mentors (a thank you for their participation in the Program; information regarding the college/university; additional information about the specific mentee; etc.).

Have the option to have direct communication with the mentor directly to determine the systemic or specificity of the problem and to seek a solution **or** to contact the coordinator of the mentors to seek resolve of the identified problem(s).

Follow up on requests made by the mentor coordinator relative to communication issues with mentees.

Program Operation

Maintain a list of the problems encountered and resolutions. This information will be valuable when the annual evaluation of the Program is conducted.

Participate as a member of the steering committee for the CEC/CEC-PD Mentoring Program.

Participate in two conference calls regarding the operation of the Program: one in November and one in March.

Complete the annual evaluation for the Program.

Follow the guidelines presented.

*NOTE: At times, both mentors and mentees may be in direct contact with the faculty advisor.