

## Mesa College GT Program: Information for Faculty Mentors

Mesa's Graduate Tutor (GT) Program places local graduate students into English and ESOL courses as embedded tutors. We offer 15 hour of FLEX credit for participating Mentors. If this is something you are interested in, read on!

A GT is trained to work alongside students, facilitate lessons, tutor one-on-one outside class, and provide the additional support you feel best serves your community of learners. The GT is mentored (by you) throughout the semester to help them gain practical experience in a community college environment.

The main goal of our program is to help improve student success, especially for Basic Skills and ELAC students who reside in all of our classes across the curriculum. Additionally, three other goals are: (1) to provide graduate students direct and practical application to accompany their graduate studies and, (2) to provide professors with high-level, embedded intervention in targeted classes and, (3) to better prepare grad students as future adjunct instructors.

### **WHO SHOULD APPLY?**

Any English/ESOL professor--adjunct or contract--who is interested in mentoring a GT should apply. *Keep in mind: because of possible scheduling conflicts and our limited number of GTs, a professor and GT match is not guaranteed.*

**HOW TO APPLY:** *Please complete a faculty request for embedded tutoring when you receive the campus-wide email invitation. This email contains a Google form for Faculty to request embedded support and share details about their preferred class sections (if known).* **If you have questions about mentoring a GT and offering embedded support for your students, please email Symone McDaniels at [smcdaniels@sdccd.edu](mailto:smcdaniels@sdccd.edu)**



## **FACULTY RESPONSIBILITIES**

If you would like to have a GT in your classroom, you will:

1. Attend professional learning sessions before and during to help exchange ideas and best practices (about 4 hours total).
2. Mentor a graduate student about how to teach at the community college level.
3. Work with your graduate student during class time (in other words, your GT should rarely be un-utilized during a class session. How you work with the grad student is up to you!).
4. Help your GT create at least one workshop that he/she will present to Mesa students at some point in the semester.

## **FREQUENTLY ASKED QUESTIONS:**

*Q: Are GTs just for English?*

A: Right now, yes, but as soon as we can do so, we intend to expand into accelerated Math courses. This expansion is dependent on finding grad students in Math or Math Ed who are interested in building their CV and gaining classroom experience. Because our program is generously funded through the grant for Basic Skills Student Outcomes Transformation (BSSOT), we are not currently placing GTs in advance English or Math courses.

*Q: How will this affect my workload?*

A: Typically, not much at all. GTs are trained to be timely and self-directed. In fact, some professors find they have a little lighter load because GTs are so helpful in class in terms of working with students, answering questions, and leading lessons. Outside prep can take place in many forms such as quick texts between GT/Mentor or a short coffee break or walk to the classroom. In general, you should be in close communication with your GT, but how you do so is up to you.

*Q: How do students feel about having another person in the classroom every meeting?*

A: Students often become very attached to their GTs. Our survey results show that students are relieved there is someone else to talk to in case the professor is busy, and sometimes they feel more comfortable approaching a GT with a question. GTs are trained to direct students to the professor on a host of issues, especially if there are any conduct concerns, but that's rare. Overall, the students are on board with the GT and excited to work with someone who is committed to learning and school.

*Q: If GTs are graduate students, how do they have time for Mesa students?*

A: That's an excellent question! First, GTs are hired with the understanding that they are making a sixteen-week commitment. After an extensive interview process, we also train GTs in professionalism and time management, and we make sure they have opportunities to adjust their schedule when needed. We remind them they've all been graduate students at some point, so as long as schedule changes are temporary and communicated in a timely manner, we try to accommodate them. GTs are trained to be model students, which includes being transparent about responsibilities and academic stress.

*Q: Can I put this on my CV?*

A: Yes! Mentoring is an excellent example of your demonstrable contributions to student success and equity. You are supporting students in at least two ways beyond your own instruction—short-term: facilitating targeted tutoring for students who benefit from extra attention or feedback, and long-term: mentoring future community college instructors who will become adjuncts familiar with our students, faculty, and campus culture.

*Q: No really, how much extra work is this going to require of me?*

A: The best way to answer this question is to talk to a current mentor professor. Send me an email, and we'll be happy to put you in touch with someone who can share their experiences.