

EVSE 5120 section 014
Environmental Professional Mentoring and Business Ethics

Spring 2015

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Office Hours: by appointment

Time and Place of Class Meetings: To be arranged.

Description of Course Content: Provides credit to students participating in an approved mentoring program with an experience environmental professional. May be repeated once for credit.

Student Learning Outcomes:

To become familiar with professional practices and ethics in environmental careers.
This outcome will be assessed by an exit interview.

Requirements: Admission to the EES graduate program and permission of the instructor is required. Each student must consult with the course instructor and fill out an application for the EES Mentoring Program prior to enrolling in the course for the first time.

Required Textbooks and Other Course Materials: A copy of the guidelines for the EES Mentoring Program will be provided and students are expected to be familiar with its contents.

Descriptions of major assignments and examinations with due dates:

Based on information provided in the application to the EES Mentoring Program, and in consultation with the EES Advisory Council, each student will be matched with a mentor when they take the course for the first time. The student will be responsible for contacting the mentor and scheduling meetings in a timely way to complete the goals and milestones specified for the course. Students are expected to remain actively engaged with the mentoring program over the course of two academic semesters, and further engagement for up to one year is encouraged.

The course instructor is responsible for liaison with the EES Advisory Council and for monitoring and verifying that course goals and milestones are accomplished. The activities, goals and milestones differ somewhat between the two semesters that students may enroll, as indicated.

Week	First semester of enrollment	Second semester of enrollment
1	Mentor's contact information provided to student	Continue meeting with mentor Fill out guidebook forms and provide copy to instructor
2-4	Initial meeting(s) with mentor Fill out guidebook forms and provide copy to instructor	Continue meeting with mentor
5	Choice of Code of Ethics to be reported to instructor	Continue meeting with mentor
6-12	Continue meeting(s) with mentor, including discussion of Code of Ethics	Continue meeting with mentor
13-14	Review of Code of Ethics to be prepared	Summary of Activities and Reflection on Learning to be prepared
15	Review of Code of Ethics due to instructor Action Plan form with results due to instructor Interviews to be conducted	Summary of Activities and Reflection on Learning due to instructor Action Plan form with results due to instructor Exit interviews to be conducted

Early in the mentoring experience during the second to third week of the first semester of enrollment, the student and mentor should fill out the forms on pages 7-10 of the guideline book for the Mentoring Program. These should be signed by both parties and a copy should be sent to the course instructor. The Action Plan form on page 8 should be filled out with planned activities and provided to the instructor. At the end of the semester, the Action Plan form should be filled out to indicate dates of completion and results. If changes are made during the semester, these should be explained in accompanying memo. Students should expect to meet with their mentor 6 to 8 times during the semester, and more frequent communication by e-mail or telephone is encouraged. The Action Plan results turned in at the end of the semester should document all meetings and communications by other means.

During the first semester, a major goal is that the student shall review organizational Codes of Ethics, by writing an extended essay that reviews and compares three organizational Codes of Ethics. If the mentor's organization has a Code of Ethics, that document may be included in the review. In addition, the course instructor has a file of several Codes of Ethics that may be used. The student should choose three of these Codes, discuss these with their mentor, and prepare a written review comparing the Codes of Ethics. This review should be 3-6 printed, single-spaced pages and may address matters such as the following. What is similar and different among the codes reviewed? How do they apply to particular organizations and career paths? What ethical and moral principles and obligations are emphasized in the Code of Ethics? What dilemmas might arise in the workplace where having such principles and codes would be helpful? Are there potentially difficult situations that the Code of Ethics does not address? How can members of an organization seek help from their co-workers and supervisors in implementing and living up to the Code of Ethics?

During the first to second week of the second semester of enrollment, the student and mentor should re-examine the forms on pages 7-10 of the guideline book for the Mentoring Program. Any changes that both parties feel are appropriate should be made, and the updated forms should be signed by both parties and a copy should be sent to the course instructor. The Action Plan form on page 8 should be filled out with planned activities for the second semester and provided to the instructor. At the end of the semester, the action plan form should be filled out to indicate dates of completion and results. If changes are made during the semester, these should be explained in accompanying memo. Students should expect to meet with their mentor 6 to 8 times during the semester, and more frequent communication by e-mail or telephone is encouraged. The Action Plan results turned in at the end of the semester should document all meetings and communications by other means.

During the second semester, a major goal is that the student shall write a report that summarizes the activities undertaken during mentoring and that reflects upon what has been learned. This summary and reflection should be 3-6 printed, single-spaced pages and may take a variety of formats, but should summarize what the student feels has been the most important lessons learned during the mentoring experience.

This course is graded Pass/Fail and students who meet with their mentor on a continuing basis and complete the reports indicated for each semester shall pass the course.

Potential problems:

At the end of the first semester, the course instructor shall interview the student and mentor about perceptions of the relationship, and both shall be asked if the student should continue with the same mentor. Depending on circumstances, the instructor shall have discretion to find an alternate mentor for the student and adjust the schedule of goals and milestones accordingly. The student's grade shall not be penalized so long as they make a good faith effort to resolve problems and accomplish the goals of the course within the two semester time frame involved.

Mentoring relationships sometimes fail to be successful for a variety of reasons; one or the other party may have unanticipated scheduling problems that prevent frequent meetings, or there may simply be a failure to achieve personal rapport. Sometimes, relationships that are initially successful encounter problems. If a student feels that difficulties are arising in a mentoring relationship, they should usually first discuss this with their mentor to see if the relationship can be adjusted to a successful course. If that fails, the student should consult with the course instructor. Should a student feel that they have been treated in an unethical or abusive manner by their mentor they need not consult the mentor but should immediately report to the course instructor. Students should also be aware of the UT Arlington policy on sexual harassment (<http://www.uta.edu/hr/eos/sexual-harassment/index.php>), and the UT Arlington Ethics Hotline (<http://www.uta.edu/compliance/ethics.php>).

Course prerequisites: none.

Grading policy: Grading will be based on a review of the written reports and documents as described above.

Attendance: There are no formal class sessions. Students are responsible for arranging meetings with the instructor and their mentor as needed.

Expectations for Out-of-Class Study: Students enrolled in this course should expect to spend at least 3 hours per week of their own time in course-related activities, including participating in meetings with their mentor, **Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Important University Policies:

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on

how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Addendum 1 – Guidebook forms to use in planning the mentoring experience

Getting Started

Define Roles

- The roles of the Protégé and Mentor are separate and distinct. It is important to define these roles, expectations, and actions at the beginning of the relationship.
- As the driver of the relationship, the Protégé will initiate much of the interaction
- The Protégé generally sets the agenda, is willing, able and committed to furthering his/her growth, communicates and provides feedback, asks questions, listens, accepts advice, takes advantage of opportunities and exchanges ideas with the Mentor
- The Mentor acts as listener, observer, advisor, confident, and facilitator.

Establish Action Plans & Set Goals

- This is the first and most important activity as it will set the tone and direction of the relationship.
- These are set, communicated and tracked by the Protégé
- These will be the basis of strategies, observations, tools and feedback for both team members
- The action plan and goals should include:
 - Expected level of commitment (time, activities, etc)
 - Performance standards
 - Realistic expectations
 - Identify gaps and learning opportunities
 - Determine goals and desired outcomes with definitive timelines
 - Define scope of meetings and establish boundaries for the relationship

Establish Boundaries and a Trusting Relationship

- What is discussed in the relationship is strictly confidential throughout the relationship and after it is ended
- Each partnership should establish boundaries for the relationship at the inception. These boundaries should be honored and not changed unless both parties agree.

Forms are provided below to guide this process. For those protégés not enrolled in the EVSE 5120 course, it is not necessary to fill these out. Nevertheless, the Mentor and Protégé should recognize and discuss the issues raised, so that the experience is beneficial for both parties.

Setting Goals

For the one-year commitment, it is recommended that the Protégé set 3 to 5 goals. These should be concise, measurable, realistic and attainable. You may copy this form as needed to list each goal and actions.

<p>Goal:</p> <p>Actions:</p>	
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Action Plan

From your goal setting, the Protégé develops the action plan. The Protégé and Mentor collaborate on dates for completion and expected results

Development Plan	Activity	Completion Date	Results

Defining Roles and Responsibilities

1) What are your expectations of your role as Protégé/ Mentor?

2) What are your expectations of your Protégé's/ Mentor's role?

3) How do your expectations compare?

Your Collaborative Description of Roles

Protégé role:

- 1.**
- 2.**
- 3.**

Mentor role:

- 1.**
- 2.**
- 3.**

The Trust Relationship and Boundary Setting

The mentoring relationship is built on trust between the partners. As information is shared and confidences extended, it is imperative that adherence to the established boundaries of confidentiality be maintained.

Each team may want to discuss the boundaries established for the relationship and document them here.

Boundaries

- 1.
- 2.
- 3.

Protégé

Mentor

Addendum 2 – Interview questions for students

1. Were you able to make contact with your mentor when necessary to plan meetings and ask questions as needed?
2. How often did you meet with your mentor in person?
3. How often did you communicate with your mentor by e-mail or phone?
4. Do you feel that you and your mentor cooperatively established goals, strategies and actions for your experience?
5. Do you feel that your mentor met your expectations for the experience?
6. Do you feel that you met your mentor's expectations for the experience?
7. Do you feel that your mentor established trust and respected boundaries?
8. Would you like to continue the relationship with your mentor?

Addendum 3 – Interview questions for mentors

1. Did your protégé make reasonable efforts to plan meetings and ask questions as needed?
2. How often did you meet with your protégé in person?
3. How often did you communicate with your protégé by e-mail or phone?
4. Do you feel that you and your protégé cooperatively established goals, strategies and actions for the experience?
5. Do you feel that your protégé met your expectations for the experience?
6. Do you feel that you met your protégé's expectations for the experience?
7. Do you feel that your protégé established trust and respected boundaries?
8. Would you like to continue the relationship with your protégé?