The City Colleges of Chicago

**TAP Mentor Handbook**

Fall 2013

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# Introduction to the Mentor Program

## Description and History

The TAP Mentor Program is designed to be one of several professional development components for newly hired, tenure-track faculty as they begin the City Colleges of Chicago (CCC) tenure process. Designed to orient and assist new faculty, the program will pair new faculty members with tenured faculty who have been identified and trained to serve in a mentoring role.

## Program Overview

The TAP Mentor Program involves a two-year experience with activities to be completed in each of the first four semesters. Mentees will work more closely with their mentors during the first and second semesters, engaging in regular discussions and Classroom Visits. During the third and fourth semesters, the mentor will continue to provide support to the mentee, including advice, a sounding board for ideas, optional Classroom Visits, or help networking with other students and college employees. There is no one concrete agenda or particular format for the mentor relationship that will fit the needs of all candidates. Therefore, it is critical for the mentor and mentee to discuss the mentee's goals at the start of the relationship. Mentors are trained and provided with suggested timelines, checklists, and topics of discussion to support effective mentoring.

## Purpose and Program Goals

The overarching purpose of the TAP Mentor Program is to help familiarize mentees with their new surroundings, roles, and responsibilities via an experienced and knowledgeable mentor. The structure of the program is designed to provide a support system to enrich the experience of those going through the tenure process.

The TAP Mentor Program has three fundamental goals:

1. Support and Survival: Assist the mentee in acclimating to the institution, the duties of the position, and the demands and rigor of the tenure process.
2. Professional Development and Reflective Practice: Assist the mentee in professional development and reflective practice by exploring the mentee’s demonstration of the Talents of Teaching, discussing each other’s professional development pursuits, suggesting or concurrently attending professional development opportunities, and helping the mentee reflect on teaching and growth in the new position.
3. Socio-Psychological Support: Assist the mentee by providing confidential discussion and counsel to support them through the demands of the first two years of the tenure process.

The mentors will perform a variety of functions to meet these goals, including but not limited to:

* familiarizing the mentees with the College’s policies and procedures as they adapt to their new position.
* engaging the mentee in discussions about the Talents of Teaching by conducting several formative, non-evaluative Classroom Visits and subsequent discussions about those visits to assist the mentee's reflection on their teaching practices.
* providing advice, support, and guidance to the mentee.

By creating an ongoing and supportive relationship where the mentor and mentee can discuss teaching, other non-teaching duties, student learning, and professional development pursuits, the mentee will be better equipped to adjust to the institution and the rigors of the tenure process.

# Benefits of Mentoring

Mentoring to professionally develop new faculty is important because it benefits everyone at the institution.

Most importantly, mentoring benefits new faculty by allowing them to gain new understanding about the culture of the college and district and their new role in the tenure-track process. Mentees can experience a speedier adaptation to their new role when mentors share important information, facilitate networking connections, and provide various forms of consistent support.

Additionally, mentoring benefits the mentor at the college by providing the satisfaction of assisting new colleagues and encouraging collegial academic discussions about teaching and professional development. Mentoring in many cases can also result in new friendships.

The institution benefits from a mentoring program’s inherent design, which aims at fostering collaboration, inciting discussion about academics and teaching practice among faculty, and in the process, developing future leaders, and even future mentors, who can then give back to a new set of incoming faculty members.

# 

# The Mentor

## The Roles of a Mentor

Mentorship is a dynamic enterprise. Each individual mentor brings particular attributes to the mentor-mentee relationship that cannot be replicated by any other individual. This individuality is one reason mentorship is so valuable, yet it also makes defining what roles a mentor should take somewhat tenuous because there are vast and varied possibilities. One mentor may don multiple roles in the mentor-mentee relationship, but no one mentor will or needs to realize every possible role. Mentees are encouraged to see the TAP Mentor as one formalized source of support but certainly not the only source of support.

The following are some example roles that TAP mentors may take:

* Host - Welcome the mentee to the college and acquaint the new faculty member with other faculty members, administrators, staff, and students.
* Guide - Each college has particular cultural norms and procedures that are often unwritten. A mentor may guide mentees in these unwritten rules. A mentor might also literally guide a mentee through the campus.
* Advisor/Sounding Board - Consult with the mentee as they develop professionally at CCC.
* Facilitator - Take direct action to assist a mentee in achieving a particular goal.
* Counselor - Provide the mentee with *confidential* emotional or psychological support.
* Friend - Spend time with the mentee at lunch or even outside the workplace in an informal manner.
* Coach/Cheerleader - Provide kudos and support to mentee for work that might go unrecognized by others. Help the mentee gain esteem by small feats and victories.
* Peer - Engage in productive dialogue, debate, and brainstorming to better engage students, improve student outcomes, etc.

This list is by no means an exhaustive compilation of the roles or functions available to a mentor. Often the roles one will assume will develop naturally over the course of the relationship. Depending on the point in your mentor-mentee relationship, the roles will change. Mentors should keep in mind the ebb and flow of this kind of relationship, being open to its often changing dynamics.

## Mentor Qualifications

First and foremost, mentors need to be willing to dedicate time and energy to supporting the goals and completing the tasks of the TAP Mentor Program. Mentors should be faculty members who are knowledgeable about the institution. Mentors should also have a commitment to service and a sincere desire to engage in a mentor-mentee relationship. Mentors will be trained on the mentoring process and ongoing support for mentors will be provided by each college’s TAP Leader.

Ideally, mentors will be:

* Willing to help their mentee reflect on their teaching and promote an open dialogue about instructional practices in order for the mentee to complete tenure documents requiring critical reflection about their teaching
* Trustworthy, respected, respectful, positive, helpful, dependable
* Creative and practical in problem-solving

Not everyone can be a mentor! Mentors *cannot* be:

* non-tenured faculty members
* faculty members presently performing supervisory roles *over* the mentee

## Mentor Selection Process

At the local level, each college TAP Leader will solicit and recruit faculty who may desire to be mentors, are willing and able to attend the training(s), and meet the required qualifications of the program. The TAP Leader is responsible for selecting all faculty mentors. To allow more nuanced pairing between mentors and mentees, more mentors may be solicited and trained than will actually receive a mentee in a given academic year. Every effort will be made so that mentors will *not* be paired with mentees inside their department to avoid putting the mentor in the position of voting on the contract renewal/tenure of a mentee.

## Mentor Training

New mentors will be trained each year during Faculty Development Week. Training will consist of such things as a discussion of the vision and goals of the program, the tenure process as a whole, and how to engage the mentee in critical reflection about their teaching practices in order to help them complete tenure requirements. Training will also include expectations for mentors and mentees, a review of the mentoring handbook, an explanation of required documentation needed for the mentee’s tenure portfolio, and other training components designed to prepare mentors for their role. Mentors should also complete the classroom observation training. There may also be ongoing professional development offered by the TAP Leader or the TAP Team.

## Mentor Time Commitment

Mentors are expected to make at least a one-year commitment to their mentee, and most should be willing to make a two-year commitment. The goal of the relationship is to serve as the mentor for the first year with the possibility of staying on for the second year. However, switching of mentors may occur at the end of the first year because of such things as conflicts in teaching schedules between the mentor and mentee, specific requirements of the mentee's ILSP, logistical needs due to either a surplus or shortage of available mentors in the program, etc.

While the amount of time spent interacting with the mentee during the year will vary in each instance, mentors should expect their time commitment to be significant. During the first and second semester working with a new mentee, mentors should expect to spend about 15 hours each semester.

The third and fourth semester requirements for the mentor are less time intensive. During the third and fourth semester, mentors should expect to spend about 7-9 hours each semester. The time and interaction is still significant to the mentee during the second year, and their participation contributes to their completion of required elements of the TAP Mentor Program for contract renewal and tenure.

Efforts will be made to limit mentorship to one mentee per mentor. Occasionally, and by mutual agreement between the TAP Leader and mentor, a mentor may take on one additional mentee. A mentor should never have more than two mentees in a given semester.

## In and Out-of-Scope Mentor Responsibilities

Because each mentoring relationship is unique, at times it may be difficult to know where to draw the line between what responsibilities are in-scope for a TAP Mentor and what responsibilities are out-of-scope. The following lists should serve as a guide for helping to define the mentor’s role in a particular mentor-mentee relationship.

### In-Scope Mentor Responsibilities

A mentor should....

* Garner and maintain the mentee’s trust by respecting confidentiality
* Be reliable and accountable to the mentee and the TAP Leader
* Help the mentee develop skills associated with the Talents of Teaching
* Assist the mentee in reflection about teaching practices through an open dialogue
* Maintain regular, productive contact with the mentee and the TAP Leader
* Assist the mentee in setting and meeting realistic professional goals
* Offer support and feedback to the mentee
* Provide mentee with an informal tour to introduce mentee to colleagues and staff at the college and/or district
* Offer some advice on college, district, or union policies, procedures, service opportunities, resources, departments, and committees
* Work with the TAP Leader so potential problems may be alleviated early
* Refer mentees to additional sources of support, such as content experts, chairs, administrators, and union representatives
* Be honest and forthright regarding what roles and time commitments the mentor is willing to assume
* Be mindful of the mentee’s time, space, and background
* Provide useful feedback on the mentee’s teaching, collegiality, and professional development
* Value the mentor-mentee relationship
* Actively listen and respond appropriately, providing constructive feedback
* Accept feedback with an open mind
* Aid the mentee in problem-solving and solution-finding
* Focus on the mentee’s professional development, which may have a decidedly different trajectory than the mentor’s own

### Out-of-Scope Mentor Responsibilities

A mentor should not...

* Be the only means of support, advice, or feedback for the mentee
* Be prescriptive about teaching practices or teaching philosophy
* Expect the mentee to develop a teaching style similar to the mentor’s
* Hand-hold or handle situations for the mentee
* Breach confidentiality or promises made to the mentee
* Force the mentee into anything
* Micromanage or attempt to control the mentee
* React negatively if the mentee disagrees or decides not follow or accept advice
* Assume the role or take the place of a Chair, Dean, supervisor, professional therapist, or financial planner
* Gossip
* Line edit or be the only primary source of feedback on a mentee’s tenure documents

# The Mentee

## The Role of the Mentee

Mentees come from a variety of different backgrounds. They can be early in their professional teaching career, they may be veterans of teaching and simply in their first year at City Colleges of Chicago, or they may be a former adjunct instructor familiar with CCC but acclimating to the demands and responsibilities of a full-time, tenure-track candidate. Considering the diversity of backgrounds and experience of faculty entering the TAP Mentor Program, no exact prescription can be applied to every individual or relationship. To the extent that the mentor/mentee relationship should be one of mutual learning and sharing, faculty at any point in their career should benefit from this process. The following are some general expectations, qualities, and guidelines for being a successful mentee.

Successful mentees will:

* Utilize the mentor as a peer resource to help acclimate to the college and district, promote growth in the Talents of Teaching, and realize professional goals
* Maintain consistent, productive, and open communication with the TAP Leader and the mentor
* Accept feedback and suggestions with an open mind
* Confidently ask questions of, seek advice from, and suggest discussion topics to the mentor
* Respect the mentor’s time, effort, space, and mentor-style
* Seek assistance beyond the mentor-mentee relationship when appropriate
* Value the mentor-mentee relationship
* Accept the dynamic qualities of the mentor-mentee relationship and that the relationship will be ever-evolving
* Use critical thinking to determine if given advice and suggestions are useful, employable, applicable, etc.
* Garner and maintain the mentor’s trust by respecting confidentiality
* Keep the mentor informed of progress, concerns, or difficulties that are occurring in the classroom, tenure process, etc.
* Speak to the mentor and/or TAP Leader if challenges arise
* Be honest about weaknesses
* Seek other opportunities for additional support outside the formalized TAP Mentor Program, such as department chairs, seasoned departmental colleagues, committee, union, or faculty council leaders, faculty from other colleges, etc.

Successful mentees will avoid:

* Consulting with a mentor about everyday hassles that could be handled on one’s own
* Gossiping
* Speaking negatively about the mentor to other individuals
* Showcasing strengths and hiding weaknesses
* Requesting that the mentor provide content for, write any part of (outside the specific forms used as part of the Mentor Program), or line edit the portfolio
* Holding the mentor responsible for renewal/nonrenewal decision(s) or a president's decision not to award tenure
* Using advice from the mentor as a reason to ignore or override input from a chair or administrator

# Building the Mentor-Mentee Relationship

## Getting Started

Because each mentor-mentee relationship will be unique and it may take some time for the relationship to hit its stride, it’s important to make contact immediately after the mentor-mentee pairing is communicated to you.

Any time a new mentor-mentee relationship begins, two critical meetings should occur. Ideally, both meetings will happen during the first two weeks of the semester: Meet & Greet (Week 1) and The Planning Meeting (Week 2).

### Meet & Greet

After the mentor and mentee have been paired, both parties should reach out (preferably in person) and introduce themselves. During this meeting, the mentor and mentee should meet primarily just to get to know each other and schedule a longer, more formal planning meeting.

### The Planning Meeting

The planning meeting is a required meeting where the mentor and mentee collaborate on formalizing the plan for their work during the upcoming semester. Both the mentor and mentee may come prepared to discuss questions such as:

* What does confidentiality mean to you? How will you maintain it throughout this relationship?
* What goals do you have for your collaboration? What would you like to accomplish this semester?
* What roles do you feel comfortable assuming in this relationship?
* Do you have any fears or hesitations about the mentor program?
* When would formal meetings best be held?
* What dates will Classroom Visits be held?
* How will you evaluate the accomplishment of your goals at the end of the semester?

At the end of the planning meeting, the mentor and mentee should sign the mentor-mentee agreement. Copies of the agreement should be made by the mentor and given to the mentee and TAP Leader.

### Initial Check-In Meeting

Ideally, after the semester has started, mentors and mentees should have a formal check-in meeting before any Classroom Visits occur. This meeting will often take place around the third week of classes. This meeting may address the following:

* Are there any matters, issues, procedures, etc. with which the mentee needs clarification?
* How are things going in general?
* Are there any questions, concerns, issues, etc. that warrant scheduling a meeting with the TAP Leader?

## Regular Check-In Meetings During the Semester

Most faculty would agree that the semester has a way of moving at lightning speed, and new faculty might find this to be doubly true. It’s imperative, therefore, that mentors and mentees both work to ensure that they maintain regular contact with each other. Not all meetings, discussions, questions, and interactions need to be formal or set on the calendar, but regular formal meetings do need to occur throughout the semester.

### Possible Topics to Discuss at Regular Check-In Meetings

* Talents of Teaching
* Syllabus design and components
* Classroom Assessment Techniques
* Opportunities for service at the college and district levels
* Classroom management
* Demographics of your particular college
* Student Learning Outcomes
* Professional Goals
* Personal Goals
* Specific feedback that’s desired from Classroom Visits
* Feedback received from formal observations
* Course design
* Using technology in the classroom
* Concerns you have regarding something the mentor/mentee did, said, etc.
* Sensitivity to diversity among students, faculty, staff, etc.
* Degree/Program requirements
* Student Policy Manual
* Working with at-risk students
* Services available to students, such as the Disability Access or Writing Centers, computer labs, etc.
* The mission of the college and district
* The culture of the college and district
* Location of resources, like handbooks, documents, sources of knowledge, etc.
* Professional development opportunities
* The importance of meeting administrative and tenure-process deadlines
* College and district organizational structure
* Rank and lane advancement
* Union activities, involvement, contracts, etc.
* Faculty Council and the importance of shared governance
* Additional support services available to students through community organizations

### Syllabus Meeting

It's recommended in the first and third semesters that mentors and mentees have a meeting specifically to discuss all matters related to syllabi. This meeting will aid the mentee in developing the Syllabus with Explanation component of the portfolio. Some matters to consider in this meeting are as follows:

* The required components of a CCC syllabus
* The design of classroom policies and procedures
* The ability for the faculty member to articulate/explain the syllabus

### Choosing a Faculty Evaluator Meeting

In the second and fourth semesters of the tenure process, tenure-track faculty members have the opportunity to choose one a faculty member to provide a summative portfolio observation. It's recommended that mentors be one sounding board in helping mentees determine who would be best suited to evaluate them.

### Suggested Activities Throughout the Semester

* Have formal and informal chats and check-ins with each other and the TAP leader
* Spend some time reviewing the Talents of Teaching and discussing areas where you find strengths as well as areas for growth
* Read and discuss an article that addresses a goal set for the semester
* Visit various student support areas, such as writing centers, tutoring centers, computer labs, etc.
* Attend campus events together, such as campus-based professional development seminars, sports events, cultural programs, theater productions, etc.

## Strategies for Success

* Maintain consistent, timely contact
* Speak up and ask questions right away if something is said that you don’t understand or that you may have misunderstood
* Keep a sense of humor
* Don’t give up!
* Don’t be afraid to ask for help
* Have realistic expectations
* Give praise and constructive criticism where each is due
* Be prepared
* Maintain confidentiality
* Be yourself
* Meet face-to-face often
* Be mindful of cultural differences
* Stay positive

## When It's Not Going Well

There are many factors that could contribute to a problem in the mentor-mentee relationship. Here are some suggestions for handling various speed bumps in the relationship.

* Ask questions. If something was said that you don’t understand or that you may have been offended by, ask about it. Don’t sweep it under the carpet or let it fester into something bigger.
* Listen before responding. It’s easy to jump to a conclusion about something, but it’s harder to listen and think about the situation from the other’s perspective.
* Stay calm. Sometimes it’s best to let something go for the moment and then come back to it later when you’re calmer.
* Know when to seek help. The TAP Leader is there to help you. Don’t be afraid to ask for assistance.

# Required Classroom Visits

## Classroom Visits Overview

The Classroom Visits associated with the TAP Mentor Program are non-evaluative classroom observations. This means that the outcome from each of the visits is not formally documented for content and substance (although they are documented to ensure that the visits actually took place). The Classroom Visits of the TAP Mentor Program do not aim to provide summative evaluations of the tenure-track faculty member’s teaching skills. Summative observations that will be included in a tenure-track faculty member’s portfolio will be done by the faculty member’s Chair, Dean, and tenured faculty as outlined in the tenure manual. Thus, Classroom Visits may serve to provide new faculty with feedback before they are evaluated by their departments and administration.

## Goals of Classroom Visits

The goals of the Classroom Visit component to the TAP Mentor Program are to:

* Provide meaningful, confidential feedback to help the mentee form an accurate, evidence-based self-evaluation
* Encourage self-reflection of strengths and areas for growth to complete tenure requirements such as the Comprehensive Self-evaluation and Reflection (Semester 1) and the Individualized Learning and Service Plan (Semester 2)
* Hone areas of the Talents that are already strong and strengthen areas of the Talents that may require development or refinement
* Allow for an open dialogue between the mentee and the mentor, who is a tenured faculty member familiar with the institutional goals
* Present mentees with the opportunity to experience a wide variety of classrooms at the college when visiting the classrooms of other faculty members

## Mentor Visits Mentee’s Classroom

Mentors will be required to visit the mentees classroom two times during the first and second semesters, and additional visits will be made during the third and fourth semesters in a manner to best allow mentees to complete their ILSPs. Because Classroom Visits are formative, there is no required form, guide, or schematic to follow for each Visit, and a record of what is observed in each Visit does not go directly into mentees' portfolios. However, Mentees most likely will reflect upon their Classroom Visit experiences in the narrative portions of their portfolios. In any case, mentors are highly encouraged to review the summative observation form that will be used to evaluate mentees by administration, Chairs, and tenured faculty. While using the summative observation form is not required for formative Classroom Visits, mentors may use it as a tool to help prepare mentees for summative observations.

A record will be kept of Classroom Visits. All parties should remember to sign the TAP Mentor Program Classroom Visit Log for the applicable semester to confirm and document the date, time, and duration of each Classroom Visit. Once completed, this form should be given to the TAP Leader each semester.

The Classroom Visits should *ideally* be done *before* the mentee is formally evaluated by their department or the administration. The visit should be planned in advance in class session picked by the mentee. This will allow the mentee to get feedback in preparation for the formal classroom observation that will be submitted in the tenure portfolio by the Chair, Dean, and/or tenured faculty member.

## Mentee Visits Mentor's Classroom

This visit will provide the mentee with a look into another classroom at the college and allow for reflection and a discussion about teaching and learning during the debriefing session. The class visit should be planned in advance with the consent of the mentor. The particular class chosen visit might be random or it might be selected after discussions with the mentee identified an area where the mentor’s strength in the classroom might best be showcased during that class session.

A record will be kept of Classroom Visits. All parties should remember to sign the TAP Mentor Program Classroom Visit Log for the applicable semester to confirm and document the date, time, and duration of each Classroom Visit. Once completed, this form should be given to the TAP Leader each semester.

## Classroom Visits Grid

The following is an overview of the required TAP Mentor Program Classroom Visits:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Required Formative TAP Classroom Visits  *not to be included in the portfolio* | | | | | |
|  | Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 5 |
| Mentor visits Mentee's Classroom | 2 | 2 | TBD by Mentor and Mentee | TBD by Mentor and Mentee | N/A^ |
| Mentee Visits Mentor's Classroom | 1 | 0-1\* | TBD by Mentor and Mentee | TBD by Mentor and Mentee | N/A^ |
| \* During the second semester, mentees are required to visit the classrooms of two different faculty members. One of these may be the mentor, but mentees may choose to visit the classrooms of other faculty.  ^ The TAP Mentor Program concludes at the end of Semester 4. | | | | | |

## Summative Observation Grid (Included in Portfolios)

The following is an overview of the required portfolio observations. This is for reference purposes and is not a part of the TAP Mentor Program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Required Summative Observations  *to be included in the portfolio*\*\* | | | | | |
|  | Semester 1  *portfolio due* | Semester 2 | Semester 3  *portfolio due* | Semester 4 | Semester 5  *portfolio due* |
| Chair | 1 |  | 1 |  | 1 |
| Dean | 1 |  | 1 |  | 1 |
| Tenured Faculty Member Chosen by Chair |  | 1 |  | 1 |  |
| Tenured Faculty Member Chosen by Tenure-Track Faculty Member |  | 1 |  | 1 |  |
| \*\*Published Departmental Criteria and Procedures may require additional summative observations than those noted here. | | | | | |

## Documentation

Mentors and mentees should both keep a record of all formal meetings and Classroom Visits that take place each semester. At the conclusion of each Classroom Visit, the mentee should log the required details from the Visit on the semester-appropriate TAP Mentor Program Classroom Visit Log. This document will be signed by the mentor, mentee, and other visited faculty, where applicable, and the form will be considered evidence of fulfilling the tenure requirement when submitted with the tenure portfolio. This form should be given to the TAP Leader when it's completed each semester.

**TAP Mentor Program**

### Semester 1: Classroom Visit Log

Please complete this form during semester 1 as a record of your participation in this portion of the TAP Mentor Program. This document will be considered evidence of fulfilling this tenure requirement when submitted with the first portfolio. Once completed, please provide a copy of this form to your TAP Leader. It's recommended that mentors and mentees also keep a record of all formal meetings that take place each semester.

|  |  |
| --- | --- |
| Mentee’s Name: |  |

|  |  |
| --- | --- |
| Mentor’s Name: |  |

**Record the Classroom Visits of Mentee by Mentor:**

|  |  |
| --- | --- |
|  | Provide Course and Section, Date,, & Time/Duration Attended below |
| Classroom  Visit #1 |  |
| Classroom  Visit #2 |  |

**Record the Classroom Visit by Mentee in Mentor’s Classroom:**

|  |  |
| --- | --- |
|  | Provide Course and Section, Date, & Time/Duration Attended below |
| Visit #1 |  |

**Mentee Acknowledgement**

I acknowledge that the information provided above is accurate and that it is being used to fulfill the Faculty Mentor Program requirement for contract renewal and/or tenure. Nevertheless, participation in this activity does not guarantee contract renewal and/or tenure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee Date

**Mentor Acknowledgement**

I acknowledge that the information provided above is accurate, that it is being used to fulfill the mentee's Faculty Mentor Program requirement for contract renewal and/or tenure, and that participation in this activity does not guarantee the mentee contract renewal and/or tenure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Date

**TAP Mentor Program**

Sem. 1 Mentor Classroom Visit Log - 1 of 1 - Revised 6/6/13 vp

### Semester 2: Classroom Visit Log

Please complete this form during semester 2 as a record of your participation in this portion of the TAP Mentor Program. This document will be considered evidence of fulfilling this tenure requirement when submitted with the second portfolio. Once completed, please provide a copy of this form to your TAP Leader. It's recommended that mentors and mentees also keep a record of all formal meetings that take place each semester.

|  |  |
| --- | --- |
| Mentee’s Name: |  |

|  |  |
| --- | --- |
| Mentor’s Name: |  |

**Record the Classroom Visits of Mentee by Mentor:**

|  |  |
| --- | --- |
|  | Provide Course and Section, Date,, & Time/Duration Attended below |
| Classroom  Visit #1 |  |
| Classroom  Visit #2 |  |

**Record the Classroom Visit by Mentee in Two Faculty Classrooms**\***:**

|  |  |
| --- | --- |
|  | Provide Faculty's Name, Course and Section, Date, Time/Duration Attended below |
| Visit #1 |  |
| Visit #2 |  |

\*NOTE: One of these Classroom Visits may be of the mentor's class.

**Mentee Acknowledgement**

I acknowledge that the information provided above is accurate and that it is being used to fulfill the Faculty Mentor Program requirement for contract renewal and/or tenure. Nevertheless, participation in this activity does not guarantee contract renewal and/or tenure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee Date

Sem. 2 Mentor Classroom Visit Log - 1 of 2 - Revised 6/6/13 vp

**Mentor Acknowledgement**

I acknowledge that the information provided above is accurate, that it is being used to fulfill the mentee's Faculty Mentor Program requirement for contract renewal and/or tenure, and that participation in this activity does not guarantee the mentee contract renewal and/or tenure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Date

**Visited Faculty 1 Acknowledgement**

I acknowledge that the information provided above is accurate, that it is being used to fulfill the mentee's Faculty Mentor Program requirement for contract renewal and/or tenure, and that participation in this activity does not guarantee the mentee contract renewal and/or tenure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Date

**Visited Faculty 2 Acknowledgement**

I acknowledge that the information provided above is accurate, that it is being used to fulfill the mentee's Faculty Mentor Program requirement for contract renewal and/or tenure, and that participation in this activity does not guarantee the mentee contract renewal and/or tenure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Date

Sem. 2 Mentor Classroom Visit Log - 1 of 2 - Revised 6/6/13 vp

## Pre-Visit Meetings

Although Classroom Visits are a required component of the TAP Mentor Program, it’s important to make them meaningful and useful. TAP suggests the following approach when preparing for Visits.

### For the Mentee: Before a Mentor Visits Your Class

Before a mentor visits a mentee’s classroom, the mentee may prepare in the following way(s):

* Honestly reflect on your strengths and areas for growth in regards to the Talents of Teaching. In doing so, you may want to consider the following questions.
* What areas of the Talents of Teaching do you see are your strengths?
* In which areas of the Talents of Teaching do you think you have room for growth?
* Are you running into any challenges in your classes this semester?
* Think about what kind of feedback you want from your mentor. You may consider the following questions.
* Do you want a general overview of what was observed?
* Would you prefer to have feedback given on specific area of your teaching that you’ve self-identified (such as one specific section of the classroom observation form, or something even more specific like your use of group work, your classroom management, your use of the board, etc)?
* Would you like a little bit of both?
* Do you want the mentor to visit your class wearing the hat of a formal evaluator, like a chair or dean, following the content of the summative portfolio observation form?
* Look over your semester calendar. Determine which classes might best be suited to receive feedback from your mentor. Invite your mentor to your class, providing the mentor with more than one class time. It’s important to have multiple possibilities, so that if something comes up, another option is available.
* Meet with the mentor for a formal Pre-Visit meeting, preferably less than 48 hours before the Visit. Mentees and mentors may consider some of the following topics:
* What will be the focus of the Visit?
* What observation style will the mentor take?
* What kind of feedback will be given to the mentee by the mentor after the Visit?
* When and how will the mentee and mentor de-brief after the Visit?
* Provide the mentor with any relevant course materials for the Visit, such as a syllabus, reading material, etc.
* Depending on what kind of approach and feedback mentees desire, after the Visit may be the time for mentees to reflect in writing on the observation using the instructor self-reflection form that will be completed after formal observations. Do this soon after the Visit if you’re taking this approach. It will be good practice for your formal observations.
* If for some reason your mentor was scheduled to come to your class but doesn’t show up, don’t assume anything. Speak with your mentor--preferably in person--to determine what happened. Emergencies (and oversights) do happen, and they rarely do they have anything to do with the people they affect. However, if a mentor doesn’t come to your class a second time, please contact the TAP Leader.

As with all TAP Mentor Program Classroom Visits, when the mentee comes to the mentor’s classroom the aim is not to provide a summative evaluation of the mentor. Although the mentor will be the person who is being observed, the Visit is much more about the mentee and what the mentee can get out of observing a seasoned faculty member at the college. Therefore, it’s important for the mentee to consider the following before visiting the mentor’s class.

### For the Mentee: Before You Visit a Mentor's Class

Before a mentee visits a mentor’s classroom, the mentee may prepare in the following way(s):

* Think about what kind of classroom you would like to observe and/or what skills you would like to see in action.
* Consider what kind observation style would best suit your growth. Would it help you to approach the Visit as if you were a chair or dean, so you can experience what that kind of observation might feel like? Would you like to simply watch without writing anything down? Would you like to take notes?
* Meet with your mentor to discuss these matters and to determine what possible classes might best suit your attendance. Your mentor may have suggestions or requests about your presence in the classroom.
* Meet with the mentor for a formal Pre-Visit meeting, preferably less than 48 hours before the Visit. Mentees and mentors may consider some of the following topics:
* What will be the focus of the Visit?
* What observation style will the mentee take?
* When and how will the mentee and mentor debrief after the Visit?
* Provide the mentee with any relevant course materials for the Visit, such as a syllabus, reading material, etc.

### For the Mentor: Before You Visit a Mentee's Class

Before a mentor visits a mentee's classroom, the mentor may prepare in the following way(s):

* Meet with the mentee for a formal Pre-Visit meeting, preferably less than 48 hours before the Visit. Mentees and mentors may consider some of the following topics:
* What will be the focus of the Visit?
* What observation style will the mentor take?
* What kind of feedback will be given to the mentee by the mentor after the Visit?
* When and how will the mentee and mentor de-brief after the Visit?
* Provide the mentor with any relevant course materials for the Visit, such as a syllabus, reading material, etc.

### For the Mentor: Before a Mentee Visits Your Class

Before a mentee visits a mentor’s classroom, the mentor may prepare in the following way(s):

* Remember, the objective of the mentee's Visit is to help the mentee grow as a teacher by reflecting on your teaching and theirs, but this is also an opportunity for the mentor to recall what it’s like to be observed. It can cause anxiety and sometimes be stressful. Be honest with your mentee about those kinds of feelings, so it’s clear that they are normal reactions to what can be a stressful situation.
* Be upfront with your mentee about how you want the visit to go. You can request that no computers be brought into the room, where you would like the mentee to sit, what to do if the mentee arrives late, etc.
* Thoughtfully consider what classes/lessons would best suit the needs of your mentee. For example, if your mentee struggles with classroom management, suggest that your mentee attend a class that has a challenging dynamic rather than one of an even keel. This will allow you and your mentee to discuss challenges together and brainstorm solutions together. The mentee’s observation is a time for the mentee to get to see a classroom from a different perspective and then engage in meaningful dialogue about what was observed.
* If for some reason your mentee was scheduled to come to your class but doesn’t show up, don’t assume anything. Speak with your mentee--preferably in person--to determine what happened. Emergencies (and oversights) do happen, and they rarely do they have anything to do with the people they affect. However, if a mentee doesn’t come to your class a second time, please contact the TAP Leader.
* Ensure that a Debrief meeting is scheduled soon after the Visit.

## Debrief Meetings

It is recommended that mentors and mentees have a Debrief Meeting after Classroom Visits and summative observations have occurred. The debrief meetings offer a rich opportunity to explore the instructional choices made by faculty members and the impact on student learning those choices have.

### For the Mentor: After Visiting the Mentee

* Bring your reflections and/or notes about the Visit to the meeting along with whatever questions you might have for the mentee.
* Use the debriefing session as a time for shared inquiry by openly and respectfully asking questions such as the following:
* How did you think that the lesson went?
* What parts of the class went well? What parts went less well?
* Did the instructional choices you made have the impact you expected?
* What kind of feedback did you get from your students?
* I noticed that you chose to do this \_\_\_\_\_\_\_\_\_. Can you tell me about that choice?
* Tell me about your response when \_\_\_\_\_\_\_ happened.
* Were there any surprises during the class? How did you feel you handled them?
* What might you try differently next time?
* How did this class session and your instructional choices reflect your teaching philosophy?
* Although it is general policy that all discussions and interactions between you and the mentee are confidential, Classroom Visits are especially sensitive. Therefore, be sure to discuss what level of confidentiality your mentee expects after this Visit. It may be that you want to discuss some aspect of the Visit with the TAP Leader or someone else that you think might be able to assist the mentee. Nevertheless, it’s imperative that you receive permission for this.
* Remember to sign the Log of Classroom Visits.

### For the Mentee: After Being Visited by the Mentor

* Bring your reflections and/or notes about the Visit to the meeting if you have any.
* Feel free to talk candidly about what worked and what didn’t in the classroom session that your mentor visited.
* Although it is general policy that all discussions and interactions between you and the mentee are confidential, Classroom Visits are especially sensitive. Therefore, be sure to discuss what level of confidentiality you expect after this Visit.
* Schedule the next Classroom Visit that needs to take place.
* Remember to have the mentor sign your Log of Classroom Visits.

### For the Mentee: After Visiting the Mentor

* Bring your reflections and/or notes about the Visit to the meeting along with whatever questions you might have for the mentor.
* Use the debriefing session as a time for shared inquiry by openly and respectfully asking questions such as the following:
* How did you think that the lesson went?
* What parts of the class went well? What parts went less well?
* Did the instructional choices you made have the impact you expected?
* What kind of feedback did you get from your students?
* I noticed that you chose to do this \_\_\_\_\_\_\_\_\_. Can you tell me about that choice?
* Tell me about your response when \_\_\_\_\_\_\_ happened.
* Were there any surprises during the class? How did you feel you handled them?
* What might you try differently next time?
* How did this class session and your instructional choices reflect your teaching philosophy?
* Would you like to make another Classroom Visit of the mentor's class? Although it’s not required, your mentor may agree to have you visit another class this term should you both find it beneficial.
* Although it is general policy that all discussions and interactions between you and the mentor are confidential, Classroom Visits are especially sensitive. Therefore, be sure to discuss what level of confidentiality your mentor expects after this Visit. It may be that you want to discuss some aspect of the Visit with your Chair, TAP Leader, or someone else. Nevertheless, it’s imperative that you receive permission for this.
* Remember to have the mentor sign your Log of Classroom Visits.

### For the Mentor: After Being Visited by the Mentee

* Bring your reflections and/or notes about the Visit to the meeting if you have any.
* Feel free to talk candidly about what worked and what didn’t in the classroom session that your mentee visited.
* Although it is general policy that all discussions and interactions between you and the mentee are confidential, Classroom Visits are especially sensitive. Therefore, be sure to discuss what level of confidentiality you expect after this Visit.

### Summative Observation Debrief

After a mentee receives a summative observation, it's recommended that the mentor and mentee debrief about the experience. This meeting may be an opportunity to reflect and grow, asking shared inquiry questions about the experience as those listed above, or it might be a session to discuss other matters, feelings, and experiences related to being formally evaluated. It's strongly suggested that this meeting takes place, but no exact script is recommended considering the sensitive nature of formal evaluations.

# Mentor-Mentee Agreement

Each term, a mentor and mentee are required to formalize their goals for the term and acknowledge various terms of their relationship, such as confidentiality. The Mentor-Mentee Agreement Form should be completed each term, and a signed hard copy should be given to the TAP leader for the program’s confidential files. Semester 1's form follows. Semester 2, 3, and 4's form(s) TBD.

**TAP Mentor Program**

## Semester 1: Individual Mentoring Agreement for Mentees and Mentors

*Adapted from Rooney, Ida, Nolt and Ahern, 1989, and Brainerd, 1998*

This document is intended to help the mentor and mentee to establish concrete goals and regular meeting habits. Please complete the items below in as much detail as possible. Then sign the agreement and provide the TAP Leader with a hardcopy to include in the TAP Program's confidential files.

**1. Agreement**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mentor), and I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mentee), are entering into a mentor-mentee relationship. We both agree that we want this to be a rich, rewarding experience with most of our time together spent in substantive activities aimed at fulfilling established goals. To clarify our roles and objectives, we have noted the following features of our collaboration.

**2. Confidentiality**

The mentor-mentee relationship will often require us to discuss sensitive issues that require the utmost confidentiality. We agree that content of our discussions will be held in confidence unless they violate some higher degree of policy, law, etc.

**3. Establishing Goals**

From our discussions, we have determined the following three goals for this mentoring relationship.

|  |  |
| --- | --- |
|  | Goal |
| 1 |  |
| 2 |  |
| 3 |  |

**4. Sensitive Issues**

We acknowledge that some issues may not be appropriate for our discussions for a variety of reasons. We have spoken about any sensitive issues we may not want to discuss in future meetings. We agree that if a topic arises in the future that we do not wish to purse, we will acknowledge it as a sensitive issue and end the discussion.

**5. Regular Check-In Meetings**

Check one that best applies to your collaboration.

\_\_\_\_\_\_\_\_\_ **Option 1**: We intend to follow the suggested timeline of activities for Semester 1.

\_\_\_\_\_\_\_\_\_ **Option 2:** Beyond the Meet & Greet, Planning Meeting, and Initial Check-In, we propose the following schedule of formal Check-In meetings. These meetings are subject to change, and the activities proposed may be altered to best fit our goals and the changing needs that may arise throughout the semester.

Sem. 1 Mentor-Mentee Agreement - 1 of 2 - Revised 6/6/13 vp

|  |  |  |
| --- | --- | --- |
| **Option 2: Proposed Check-In Meetings** | | |
| Week of School | Proposed Day | Topic/Activity Proposed |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
|  |  |  |
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**6. Acknowledgements**

We understand that the following activities are a requirement of the TAP Mentor Program:

* **Sign this mentoring agreement that guides our work together**
* **Establish a working relationship with each other for a period of at least one academic year**

We understand that to help the TAP Mentor Program improve, it is important for us to

* **Participate in survey evaluation of the TAP Mentor Program**
* **Reflect on the program and provide honest, immediate feedback when pertinent**
* **Complete an end-of-program evaluation**
* **Pledge**
  + That we will work conscientiously together and give each full attention to the issues at hand when we meet.
  + That we will be honest and forthright in our interactions.
  + That we will keep anything that is discussed during our meetings in strict confidence.
  + That we will do our best to create a positive working relationship focused on specific goals the mentee wants/needs to accomplish.
  + That we will “let go” and “move on” and not dwell on things that seemed stumbling blocks in our relationship, but actively seek advice from third parties who may be better informed about the issues.

We understand that to make it possible for the TAP Mentor Program to publish results of the program we may be asked to

* **Sign a consent form that details the confidentiality of any information we provide.**

We agree to a *no fault conclusion* of this mentoring relationship if, for any reason, it seems appropriate. If one of us needs to terminate the relationship, we agree to abide by the decision of our partner and the TAP Leader.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Date

Sem. 1 Mentor-Mentee Agreement - 2 of 2 - Revised 6/6/13 vp

**TAP Faculty Mentor Program**

## Semester 2: Individual Mentoring Agreement for Mentees and Mentors

*Adapted from Rooney, Ida, Nolt and Ahern, 1989, and Brainerd, 1998*

This document is intended to help the mentor and mentee to establish concrete goals and regular meeting habits. Please complete the items below in as much detail as possible. Then sign the agreement and provide the TAP Leader with a hardcopy to include in the TAP Program's confidential files.

**1. Agreement**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mentor), and I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mentee), are entering into a mentor-mentee relationship. We both agree that we want this to be a rich, rewarding experience with most of our time together spent in substantive activities aimed at fulfilling established goals. To clarify our roles and objectives, we have noted the following features of our collaboration.

**2. Confidentiality**

The mentor-mentee relationship will often require us to discuss sensitive issues that require the utmost confidentiality. We agree that content of our discussions will be held in confidence unless they violate some higher degree of policy, law, etc.

**3. Establishing Goals**

From our discussions, we have determined the following three goals for this mentoring relationship.

|  |  |
| --- | --- |
|  | Goal |
| 1 |  |
| 2 |  |
| 3 |  |

**4. Sensitive Issues**

We acknowledge that some issues may not be appropriate for our discussions for a variety of reasons. We have spoken about any sensitive issues we may not want to discuss in future meetings. We agree that if a topic arises in the future that we do not wish to purse, we will acknowledge it as a sensitive issue and end the discussion.

**5. Regular Check-In Meetings**

Check one that best applies to your collaboration.

\_\_\_\_\_\_\_\_\_ **Option 1**: We intend to follow the suggested timeline of activities for Semester 2.

\_\_\_\_\_\_\_\_\_ **Option 2:** Beyond the Planning Meeting and Initial Check-In, we propose the following schedule of formal Check-In meetings. These meetings are subject to change, and the activities proposed may be altered to best fit our goals and the changing needs that may arise throughout the semester.

Sem. 2 Mentor-Mentee Agreement - 1 of 2 - Revised 6/6/13 vp

|  |  |  |
| --- | --- | --- |
| **Option 2: Proposed Check-In Meetings** | | |
| Week of School | Proposed Day | Topic/Activity Proposed |
|  |  |  |
|  |  |  |
|  |  |  |
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**6. Acknowledgements**

We understand that the following activities are a requirement of the TAP Mentor Program:

* **Sign this mentoring agreement that guides our work together**
* **Establish a working relationship with each other for a period of at least one academic year**

We understand that to help the TAP Mentor Program improve, it is important for us to

* **Participate in survey evaluation of the TAP Mentor Program**
* **Reflect on the program and provide honest, immediate feedback when pertinent**
* **Complete an end-of-program evaluation**
* **Pledge**
  + That we will work conscientiously together and give each full attention to the issues at hand when we meet.
  + That we will be honest and forthright in our interactions.
  + That we will keep anything that is discussed during our meetings in strict confidence.
  + That we will do our best to create a positive working relationship focused on specific goals the mentee wants/needs to accomplish.
  + That we will “let go” and “move on” and not dwell on things that seemed stumbling blocks in our relationship, but actively seek advice from third parties who may be better informed about the issues.

We understand that to make it possible for the TAP Mentor Program to publish results of the program we may be asked to

* **Sign a consent form that details the confidentiality of any information we provide.**

We agree to a *no fault conclusion* of this mentoring relationship if, for any reason, it seems appropriate. If one of us needs to terminate the relationship, we agree to abide by the decision of our partner and the TAP Leader.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee Date

Sem. 2 Mentor-Mentee Agreement - 2 of 2 - Revised 6/6/13 vp

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Date

# Checklists and Timelines

## Semester 1: Suggested Timeline of Activities

|  |  |  |
| --- | --- | --- |
| Week 1: Meet & Greet | | 1 meeting |
|  | Mentor and Mentee have a Meet & Greet introduction session | 30 minutes |
|  | Exchange teaching schedules, office hours/location, email(s), phone number(s) |  |

|  |  |  |
| --- | --- | --- |
| Week 2: Planning Meeting | | 1 meeting |
|  | Develop several goals for the Mentor/Mentee relationship |  |
|  | Read and sign Mentor/Mentee Agreement together; Provide copy to TAP Leader |  |
|  | Mentee provides mentor with course syllabi, which will be discussed at a future meeting | 60-120 minutes |
|  | Identify times for Mentor's Visit of Mentee’s classroom **AND** for Mentee’s Visit into Mentor’s classroom |  |
|  | Participate in some of the Suggested Activities or address some Topic to Discuss from the Building the Relationship section of the TAP Mentor Handbook, if applicable |  |

|  |  |  |
| --- | --- | --- |
| Week 3: Initial Check-In Meeting | | 1 meeting |
|  | Mentor and Mentee touch base to determine how things are going in general and if there are any matters that need clarification as the semester gets underway and/or there are any reasons to schedule a meeting with the TAP leader | 25-60 minutes |
|  | Confirm times for Mentor's Visit of Mentee’s classroom **AND** for Mentee’s Visit into Mentor’s classroom |  |

|  |  |  |
| --- | --- | --- |
| Week 3 or 4: Mentor's Classroom Visit of Mentee | | 2 meetings and 1 Visit |
|  | Pre-Visit Meeting | 20-45 minutes |
|  | Mentor's Classroom Visit of Mentee | 80 minutes |
|  | Debrief Meeting | 45-80 minutes |

|  |  |  |
| --- | --- | --- |
| Weeks 5-8 (Before Midterm): Mentee's Classroom Visit of Mentor | | 4 meetings, 1 Visit, and (likely) 2 summative observations |
|  | Pre-Visit Meeting | 20-45 minutes |
|  | Mentee's Classroom Visit of Mentor | 80 minutes |
|  | Debrief Meeting | 45-80 minutes |
| Weeks 5-8: Syllabus Meeting | | |
|  | Meet specifically to discuss issues related to syllabi in order to aid mentee in developing the Syllabus with Explanation portion of the portfolio. | 45-90 minutes |
| Weeks 5-8: Summative Observation Debrief – Chair and Administration | | |
|  | Meet to discuss the summative observation. | 25-60 minutes |

|  |  |  |
| --- | --- | --- |
| Weeks 9-12 (After Midterm): Mentor’s Second Classroom Visit of Mentee | | 2 meetings and 1 Visit |
|  | Pre-Visit Meeting | 20-45 minutes |
|  | Mentor's Second Classroom Visit of Mentee | 80 minutes |
|  | Debrief Meeting | 45-80 minutes |

|  |  |  |
| --- | --- | --- |
| Week 12-13: Regular Check-In Meeting | | 1 meeting |
|  | Meet to discuss matters related to the Regular Check-In section of the Mentor Handbook or regarding the upcoming week 14 portfolio deadline. | 30-60 minutes |

|  |  |  |
| --- | --- | --- |
| Week 14-16: Regular Check-In Meeting | | 1 meeting |
|  | Meet to discuss matters related to the Regular Check-In section of the Mentor Handbook and/or to review the semester’s activities and discuss the goals you have for the next semester. | 30-60 minutes |

## Semester 2 Suggested Timeline of Activities

|  |  |  |
| --- | --- | --- |
| Week 1 or 2: Planning Meeting | | 1 meeting |
|  | Develop several goals for the Mentor/Mentee relationship this semester |  |
|  | Read and sign Mentor/Mentee Agreement together; Provide copy to TAP Leader | 45-80 minutes |
|  | Identify times for Mentor Visits of Mentee’s classroom |  |
|  | Participate in some of the Suggested Activities or address some Topic to Discuss from the Building the Relationship section of the TAP Mentor Handbook, if applicable |  |

|  |  |  |
| --- | --- | --- |
| Week 3: Choosing a Faculty Evaluator | | 1 meeting |
|  | Begin a discussion regarding what tenured faculty members the mentee might ask to be a formal evaluator this semester |  |
|  | Confirm times for Mentor visit of Mentee’s classroom | 30-60 minutes |

|  |  |  |
| --- | --- | --- |
| Weeks 4-7 (Before Midterm): Mentor's Classroom Visit of Mentee | | 2 meetings, 1 Visit, and (likely) 1 summative observation |
|  | Pre-Visit Meeting | 20-45 minutes |
|  | Mentor's Classroom Visit of Mentee | 80 minutes |
|  | Debrief Meeting | 45-80 minutes |

|  |  |  |
| --- | --- | --- |
| Weeks 8-12 (After Midterm): Mentor's Second Classroom Visit of Mentee | | 3 meetings, 1 Visit, and (likely) 1 summative observation |
|  | Pre-Visit Meeting | 20-45 minutes |
|  | Mentor's Second Classroom Visit of Mentee | 80 minutes |
|  | Debrief Meeting | 45-80 minutes |
| Weeks 8-12: Debrief After All Summative Observations | | |
|  | Meet to discuss the summative observations by faculty chosen by Chair and by faculty chosen by mentee. | 25-60 minutes |

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| --- | --- | --- |
| Weeks 12-13 Regular Check-In Meeting | | 1 meeting |
|  | Meet to discuss matters related to the Regular Check-In section of the Mentor Handbook or regarding the upcoming Second Semester Review. | 30-60 minutes |

|  |  |  |
| --- | --- | --- |
| Weeks 14-16 Regular Check-In Meeting | | 1 meeting |
|  | Meet to discuss matters related to the Regular Check-In section of the Mentor Handbook and/or to review the semester’s activities. | 30-60 minutes |

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