Durham College Faculty Mentorship Program Manual

2020-2021

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Faculty Mentorship Program

The Faculty Mentorship Program contributes to the enhancement of Durham College's exemplary teaching and learning practices, a goal in our Academic Plan. The program supports new faculty, both full-time and non-full-time, by connecting them with an experienced colleague who provides guidance as well as models exemplary teaching.

The program builds capacity in both the mentor and mentee; the mentor has the opportunity to engage in a leadership role, and the mentee receives individualized support, maximizing his/her full potential.

The program consists of collaborative activities including regular meetings, class visits, and support for the first significant student assessment. This program provides the mentee with a colleague who is a point person for questions or issues that arise during the semester.

The objectives of the program are to provide the mentee with a stronger sense of engagement and support, and to provide the mentor with a leadership opportunity. The mentee and mentor will exchange ideas and practices throughout the semester, enriching teaching excellence in their classrooms.

Responsibilities

The mentors are full-time faculty assigned mentor responsibilities by their Executive Deans. Mentors should have knowledge of the college, including policies and procedures; the organization of the school; services and resources for students and faculty; as well as demonstrated excellence in the classroom. The mentees are new faculty who have been identified by the Executive Dean and Associate Dean.

The mentor's responsibilities include:

- Arranging regular meetings, beginning at the first week of the semester
- Responding to questions related to:
  - teaching within the program, school, and college
  - identifying resources for students and faculty
- Creating opportunities to network with others
- Engaging in class visit activities
- Supporting the development and/or delivery of the first major student assessment

The mentee's responsibilities include:

- Attending meetings with the mentor as mutually agreed upon
- Providing input for regular meeting topics
- Engaging in class visit activities
- Sharing observations and practices with the mentor

It is expected that the mentor-mentee discussions remain confidential except by mutual agreement.

Orientation: Institution, School, Program, Course

Before the semester

The Executive Dean (ED) and Associate Dean (AD) identify the mentor and mentee. They make decisions about mentor-mentee assignments based on strengths, opportunities and teaching schedules of the pairing. It is recommended that expectations about the program are communicated to the mentors and mentees well before the start of the semester.

Before the semester begins, it is recommended that the new faculty are introduced to the institution and the school, as well as provided with information about the program and the course(s) that the faculty is teaching. Below are examples of the types of information that a new faculty may need to know.

Institution and School Information

The ED and AD provide an orientation of Durham College and the School, using existing resources including those on ICE, as well as the CAFE's faculty resource guide.

Information may include:

- Mission, vision, and values of Durham College
- Organization of the School and its programs
- Job description, duties, responsibilities and alignment with School's objectives
- Performance goals and expectations
- Academic policies and procedures
- Important dates
- Logistics such as employment contract; staff ID card; Banner ID; My Campus vs DC Connect; office; teaching supplies; parking; timetable; email, ICE; course outlines; procedures if absent; departmental resources (e.g., printer; Printshop); college mail

- *Professional development and resources*

    - Jumpstart for part-time faculty
    - New part-time faculty orientation
    - New full-time faculty orientation
    - Faculty orientation resource guide
    - CAFE resources
    - Registering for PD opportunities

Program and Course Information

The program coordinator provides information including:

- Who are the students?
- What are the program learning outcomes?
- What careers will the graduates most likely pursue?
- How do the course learning outcomes contribute to the program learning outcomes?
- How do the assessments map onto the course learning outcomes?
- What are the expectations of the types and levelling of the student assessments?
- Why is there a need for consistency across multiple sections of the same course?
- What are the expectations about the use of DC Connect?

The Mentoring Process

Semester start

The mentor and the mentee should arrange their first meeting to share:

- Contact information
- Availability for regular meetings
- Course outline use and importance
- DC Connect minimum use requirements
- Program resources
- Tour of the school
- Identify dates for class visits, planning pre-visit and post-visit dates for both the mentor's class and the mentee's class
- Identify a date for supporting the mentee's first significant student assessment

During the semester

The mentor and the mentee should schedule regular and regular meetings to discuss support and feedback on any number of items. Virtual meetings using technology such as Microsoft Teams may be an option. See below for a list of possible areas of discussion.

Regular Meetings

Topics that may be covered during regular meetings:

- Use of DC Connect
- Classroom management
- Formative and summative student assessments
- Submission of mid-term grades and final grades
- Student Feedback Questionnaires
- Importance of posting and following current course outline
- Sharing resources / course materials
- Pacing of the class and/or lesson
- Important dates
- Academic policies and procedures
- Academic integrity
- Library card and access to library materials
- Resources for students
    - Student Academic Learning Services
    - Access and Support Centre
- Resources for Faculty
    - CAFE
        - Classroom management
    - Professional Development opportunities
    - Copyright guidelines

The meetings should include planning for class visits in which the mentor visits the mentee's class, and the mentee visits the mentor's class. Both class visits should include pre-visit meetings as well as post-visit meetings. See below for the guidelines.

Class Visit Guidelines

The mentor and the mentee are to engage in collegial and non-evaluative class visits, sharing observations, reflections and practices. Class visits should include a pre-visit meeting one week before the observation to review the course outline, content, potential areas in which the mentee would like feedback, as well as a post-visit meeting one week after the observation to share observations and reflections.

Formative feedback should focus on the positive elements of the class visit, and areas of improvement should be identified through a developmental lens. Feedback could focus on teaching strategies, classroom management, engaging students, and/or attendance strategies. The possibilities for Professional Development opportunities should also be discussed. The mentor and the mentee will sign the class visit form, and a copy will be given to each participant, and the original should be forwarded to the Executive Dean for full-time faculty mentees and the Associate Dean for non-full-time faculty mentees. See below for a sample class observations form.

Program End

At the end of the semester, the mentor and mentee submit signed copies of the mentor/mentee checklist as well as the class visit form to the Executive Dean for full-time faculty mentees, and the Associate Dean for non-full-time faculty mentees.

A survey will be distributed to all stakeholders after the mentorship program ends.

Class Observation and Personal Reflection Tool

Date: _____   Course: _____

Instructor/Faculty: _____   Signature: _____

Observer/Faculty: _____   Signature: _____

Good peer feedback includes several critical characteristics including openness, mutual agreement, discussion and respect. An important first step in using a peer-to-peer observation tool such as this, is to discuss areas of interest for you and for your peer. Once this has been discussed, determine how you would like to give and receive the feedback and ensure that there is an opportunity to discuss any written feedback as part of a collaborative sharing and open dialogue.

Use the first chart to identify and record comments that are areas of expressed interest by the faculty who is observed. Sample components have been provided, but feel free to skip or add new components that are of interest for you and your colleague.

Use the second chart to record ideas and comments as part of a personal reflection as a participant/observer.

Class Observations

Observation component	Notes
Learning objectives / outcomes	
Reinforcement of major concepts	
Time management / pace	
Active learning / in-class activities / engagement	
Small group discussion / facilitation	
Large group discussion / facilitation	
Classroom management	
Classroom environment / atmosphere	
Accessibility / inclusivity	
Summary of major points and identification of what would be addressed in the next step	
Comments	

Personal Reflection

Guiding questions

What are some new ideas that I could apply in my course/class? Has this experience changed any of my values or beliefs about learners? Role of the teacher?

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Mentor / Mentee Checklist

In order to ensure consistency of the Faculty Mentoring program, the mentor and the mentee are asked to sign this sheet. The original copy will be kept on file by the Executive Dean.

Mentor's Name: _____   Mentee's Name: _____

Activity	Mentor	Mentee	Date
Orientation Session: New PT or New FT Faculty	No signature needed		
Initial planning meeting (1st week of the semester)			
Regular meetings			
Mentee's visit to the mentor's class			
Mentor's visit to the mentee's class			
Post-class visit meeting			
Mentor support for the first significant assessment			

_____   _____
Signature of Mentee   Date

_____   _____
Signature of Mentor   Date

_____   _____
Signature of Executive / Associate Dean   Date