

# Teaching Mentor Program

**WATERLOO**  
**ACCOUNTING AND**  
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[saf.uwaterloo.ca](http://saf.uwaterloo.ca)

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# Why a Teaching Mentor Program?

- Teaching is valued
- Historical approach to inform one's teaching
- Impact of improving teaching effectiveness
- Our numbers

# Issues to Consider

- Who should be mentored?
- Who should mentor?
- What training should be provided to mentors?
- What resources should be available for the Program?

# How will the Program Work?

- Matching of mentees with mentors
- Mentoring areas
- Mentoring contract

# Situating the Teaching Mentor Program



A. Within the “Task Force on Innovative Teaching Practices to Promote Deep Learning at the University of Waterloo”

Recommendation: Increase support of teaching development for new faculty members

B. Within a process of teaching development

# Designing Opportunities for Discussion at the Chair/Director Level

## Some Guiding Questions

- What is the current culture of teaching?
- How are teaching and its importance positioned?
- How is effective teaching defined?
- How is teaching assessed for tenure & promotion?
- How would a teaching mentor program be positioned?
- What are the teaching needs of pre-tenure faculty?
- How will mentoring be documented?
- How will mentoring be recognized?

UMass Amherst | Office of Faculty Development  
**MUTUAL MENTORING GUIDE**

By Mary Deane Sorrell and Jung H. Yin



Mentoring has long been viewed as a powerful means of enhancing the professional well-being of faculty members, especially new and under-represented faculty.

In response, a number of institutions have developed mentoring programs, often shaped by the traditional one-on-one mentoring model of a senior faculty member guiding the career development of a junior protégé. Over the past decade, however, mentoring has evolved, reflecting new models, research, approaches, and experiences. This guide describes an innovative, flexible, and faculty-driven model of "Mutual Mentoring" that encourages faculty at all stages of the academic career to think differently about how they approach and engage in mentoring relationships.

For individual faculty, departments, and interdisciplinary groups interested in enhancing professional development through mentoring, this guide provides substantive ideas. It includes an overview of mentoring in academia; an introduction to network-based mentoring; guidelines for protégés and mentors; suggestions for department chairs; and examples of individual, departmental, and interdisciplinary mentoring partnerships.

Please note that throughout this guide, we try to avoid the use of the hierarchical terms "protégé" and "mentor," preferring instead to refer to the participants in a Mutual Mentoring relationship by using the more egalitarian "mentoring partners." However, we revert to the traditional terms when we believe that doing so will help promote clarity and amplify the differences between traditional mentoring and Mutual Mentoring.

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# Overview of the Teaching Mentor Program

DATE	SESSION	DISCUSSION TOPICS	MENTORING TEACHING HANDBOOK: Draft of section...
Mon. Feb. 6 <sup>th</sup> 1:00-3:00	Session 1  "Good talk about Good Teaching": Defining effective teaching in the SAF	<ul style="list-style-type: none"> <li>➤ What is good teaching? Look at definitions of teaching effectiveness</li> <li>➤ How is teaching assessed in the SAF</li> <li>➤ Introduction to Teaching Squares and setting up classroom visit</li> </ul>	Statement of teaching effectiveness for SAF
Fri., Mar. 2 <sup>nd</sup> 9:30-11:00	Session 2  Exploring the scope of teaching and ourselves as teachers	<ul style="list-style-type: none"> <li>➤ What constitutes teaching? Explore the range of teaching activities</li> <li>➤ What are my strengths as a teacher? What aspects of my teaching would I like to improve upon?</li> <li>➤ Identifying useful teaching resources</li> </ul>	List of range of teaching activities that can be addressed in mentoring partnership; Useful teaching resources to be shared with mentees
Fri, Mar. 23 <sup>rd</sup> 9:30-11:00	Session 3  Characteristics and Roles of Mentors and Mentees; Selecting Mentoring Partners	<ul style="list-style-type: none"> <li>➤ Explore characteristics of good mentors and mentees</li> <li>➤ Discuss process for selecting mentoring partners</li> <li>➤ How can we find out about junior faculty members' questions about teaching?</li> <li>➤ Debrief on Teaching Squares</li> </ul>	Guidelines for mentors and mentees; Statement of mentoring partners selection process
Fri, May 4 <sup>th</sup> 9:30-11:00	Session 4  Establishing Mentoring Agreements	<ul style="list-style-type: none"> <li>➤ Discuss junior faculty's questions about teaching</li> <li>➤ Explore possible mentoring formats</li> <li>➤ Explore issues related to expectations, etc. in mentoring relationships</li> <li>➤ Review mentoring agreement templates from other programs</li> </ul>	Mentoring agreement templates
May Date and time TBD	Session 5  Working Session		Finalize draft of Mentoring Teaching Handbook

# Conclusion

- The Program – supporting and informing
- Mentoring outside of the Program