

Faculty Mentor Information

The Reinert Center for Transformative Teaching and Learning requires participants in the Certificate to choose a Saint Louis University faculty member to serve as a teaching mentor to provide guidance and feedback as the participant completes the requirements of the program. The faculty mentor cannot be a current participant in the Certificate Program and should be from the same field that the participant plans on teaching in the future. The purpose of having a faculty mentor for the Certificate is to help the participant learn discipline-specific pedagogical information and best practices in their field. Additionally, having a faculty mentor allows the participant to have a designated person with whom to discuss teaching related topics as they arise. Beyond the Certificate, having a faculty mentor to discuss teaching related topics is a good practice to keep when transitioning to academic employment positions. A mentor can assist with the transition and continue to provide guidance on teaching and pedagogy.

The information provided here is meant to be a helpful guide for Reinert Center teaching mentors and participants, clarifying expectations and encouraging positive and successful mentoring.

Primary Responsibilities: Mentor

- 1.
2. Review a video recording of the teaching and discuss it with the participant. During or after viewing the recording, the mentor should complete the Faculty Mentor Feedback form. **not** a substitute for reviewing the video recording of their teaching. The primary goal of this requirement is to have a shared teaching artifact so that the participant can see themselves teaching and discuss what they see in their teaching and compare those observations with the mentor.
3. Certificate Teaching Portfolio.
- 4.

3. Schedule meetings with the mentor. See the Guidelines for Mentor Meetings below.
4. Provide the mentor ample time to review the Teaching Philosophy, the video recording, and the reflection on teaching video, and include their feedback in your Reflection on Teaching Feedback, in the Teaching Portfolio.
- 5.

Guidelines for Mentor Meetings

Participants are required to meet with their faculty mentors at least four times while working on the Certificate. These meetings can be divided into the following tasks.

First Meeting: *Getting Started*

An initial conversation between the mentor and the participant presents a good opportunity to discuss the participant's teaching philosophy; her/his sense

mentor should view the video recording
after viewing the recording, the mentor should complete the Faculty Mentor Feedback form. During or

The Faculty Mentor Feedback Form:

The primary purpose of this form is to provide a provisional structure to the conversation between the mentor and the Certificate participant about the video recording of teaching. Answers to the questions should be provided by the mentor, and we encourage the mentor to ask these

experience and discipline. The participant will include this form with his/her final portfolio.

When reviewing the video recording, the following questions might provide a good starting point for conversation:

This meeting provides a good opportunity for the mentor to review and sample course materials designed by the participant, if they have not already done so. As an expert in the discipline, the mentor is in the best position to provide feedback on discipline-specific course materials, such as syllabi, learning outcomes, assignments, and exams.

Writing the Final Summary Letter

After the mentor has reviewed the complete Teaching Portfolio, she will write a summary letter to be included in the portfolio. Some suggestions of what this letter might contain include:

An introduction: how long you have known the participant and in what context.

Reflection on mentoring activities: how often you met with the participant; what was accomplished at these meetings; what you think was beneficial (or less useful) in them; other ways you engaged the participant beyond the required activities (e.g., visiting her/his class).

mastery, classroom presentation style, use of technology, active learning, assessment of student work, etc.

Recommendation about whether the participant should receive the Certificate.