

Mentor Plan for SGTS Faculty Mentors

Thank you for your intention to serve as a faculty mentor to a prospective [Summer Graduate Teaching Scholar \(SGTS\)](#)! Your role as faculty mentor is one of the most crucial aspects to your mentee's success, as well as to the success of the SGTS program.

The guiding questions below are provided to assist in articulating your plan as a mentor, both for writing an effective and authentic letter in the nomination package, and to help communicate your mentorship plan with the teaching scholar.

Mentor Plan: Guiding Questions

Faculty Name:

Department:

Name of scholar you will be mentoring:

Course the scholar will be teaching:

1. What is your idea of a mentor?
2. How often will you meet with the teaching scholar, and when will these meetings be scheduled?
3. What insights can you provide on the content (e.g. pointing out challenging concepts for students), or what is your plan to support the scholar in the content-specific aspects of the course?
4. How will you support the scholar in making fair and equitable course policies and grading decisions?
5. What do you hope the scholar will learn from your mentorship in particular?

Mentor Plan: Ideas and Insights

If it is of use in developing your mentorship plan for the teaching scholar, here are some [Opportunities for Faculty Mentor Support of SGTS](#). Additionally, below are insights that previous SGTS Faculty Mentors have shared around what has worked well for them:

- Helping with the syllabus—especially in adapting the course to the condensed summer session format
- If sharing materials, sharing rationale behind reading choices, etc, clarifying if it's ok to modify or not use the materials, and sharing common challenging areas for students
- Helping them advocate and promote their class for enrollment (sending it out to students in the department, helping them announce it in related classes, etc)
- Managing expectations- including what it's like to keep students engaged in the 3 hour or daily classes of summer session, normalizing the exhaustion of teaching, ideas on how to segment or adjust research expectations during that time
- Scheduling regular meetings before and during summer; guidance in managing IAs/TAs (especially if peers)
- Observing them teach... including: framing it around feedback, asking them how they think it's going (letting them identify the big issues), focusing on techniques rather than personality, being cognizant on what type of feedback they are ready for at the time, perhaps offering to help in the class to seem less like a judge, potentially writing up a paragraph (or more) for them to add to a teaching file/ job applications (separate from the feedback to the SGTS)