Checklist for Mentors

(This list should also prove useful to mentees who may want to use it as a guide to making their relationship with their mentor as useful as possible.)

During the first couple of meetings, try to:

• Discuss the culture at Gettysburg College (expectations for collegiality, participation in seminars and workshops, importance of maintaining a presence on campus, etc.)
• Discuss the joys and challenges of teaching Gettysburg College students.
• Highlight the importance of the Faculty Handbook as a resource.
• Discuss the tenure process and how to manage the intervening years.
• Provide support for teaching such as sample syllabi.
• Offer to come to class and observe the mentee’s teaching.
• Refer to other resources such as other faculty who have taught a similar course, Office of Academic Advising or Office of Intercultural Advancement, funding for field trip funds and the JCCTL.
• Discuss information technology support including Moodle, ITT, and the Library.
• Discuss research grant opportunities such as Professional Research and Development Grants, JCCTL Grants and the Professional Papers Fund.

On an AS NEEDED basis:

• Read work in progress.
• Help make sense of referee reports.
• Discuss and assist, when appropriate, with any student or classroom issues that arise (Honor Code violations, classroom disruptions, etc.)
• Discuss and assist, when appropriate, with any faculty concerns (unreasonable service demands or teaching expectations for example).
• Discuss time management issues and work-life balance as appropriate.

At least ONCE PER SEMESTER, meet with mentee and:

• Review student evaluations and provide a context for understanding ratings and comments.
• Discuss time management and set priorities.
• Discuss the establishment of a professional network.
• Discuss the research or creative activity plans and outcomes.
• Discuss new research ideas and projects under consideration.
• Ask, quite simply, how the mentee is doing.

At least ONCE PER YEAR:

• Provide feedback on teaching.
• Discuss strategies for improving teaching in the upcoming year.
• Discuss upcoming reviews, pre-tenure and tenure, and discuss how the personal statement might look as well as who might be appropriate outside evaluators.

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