

SUMMER SESSIONS / STIA MENTOR INFORMATION

The following information assists Summer Faculty Mentors in making the mentorship enjoyable and effective. Based on the experience of previous mentors and associates, we offer you the following advice and guidelines.

Mentor Responsibilities

1. Email your associates and agree on dates and times for the 3 circle meetings during the Summer Session teaching period. The first meeting should take place before the Session and teaching starts. Mentoring sessions can take place virtually.
2. Keep attendance records.
3. Plan a flexible agenda; see discussion topics below.
4. Near the end of summer quarter, mentors are asked to provide attendance records and feedback on the value of this experience in terms of how it supported summer courses and teaching.
5. Summer Sessions will report attendance to Instructional Development for associates participating in the Summer Teaching Institute for Associates (STIA). Not all associates attend STIA.
6. If an associate is in STIA and misses a mentoring session, they can make that up by writing a ~300-500 word reflection about how their teaching has changed throughout the summer. Reflections are submitted to the Faculty Mentor.

The First Mentoring Circle Meeting

This first session, held before teaching starts, is critical for meeting and checking in with one another, addressing everyone's last minute concerns, and helping the associates get ready for their first class session. Note: For some in the circle this may NOT be the first time they have been an associate.

Suggestions for the first meeting

1. Introductions
2. Getting Acquainted - You might begin by asking them to tell you how their course plans have changed over recent weeks as they have been preparing to teach. Find out if your mentees are participating in STIA.
3. Getting Ready to Teach - Possible Discussion Topics
 - a. setting the tone with welcome emails, videos, Zoom meetings, etc.
 - b. the benefits of [establishing an effective weekly pattern](#) for managing workload of both the instructor and students.
 - c. course policies and how to build in flexibility where appropriate
 - d. working with TAs when you are also a grad student

- e. how summer students might differ from students in other quarters
 - f. how to get to know your students
 - g. work-life balance
 - h. using mid-quarter feedback
 - i. questions and concerns
4. Closing - Set the date and time of the next meeting.

Suggestions for the remaining Mentoring Meetings

1. Although the groups are informal, it can be helpful to have some structure. For example, to be sure that everyone is heard, it is helpful to start each session by going around the table and “checking in” with each person to see how things are going and if there are any issues they want to discuss with the group.
2. Some groups raise many issues on their own, while others are less talkative. Here is a list of questions that you may want to use to help generate discussion.

Possible Discussion Questions

1. What is the greatest challenge you have faced so far?
2. What is your greatest success so far?
3. Have you tried anything new this week? How did it go?
4. Have you tried to incorporate any active learning activities into your class? How is that going?
5. Has anything unexpected come up since we last talked? How did you handle it?
6. Is there anything you did not put in your syllabus that you now wish that you had (or anything you did put in that you now wish you hadn't included)?
7. How is the pacing of your course going? How do you know whether or not your students are keeping up? What adjustments (if any) are you going to make to your course?
8. What have you learned about your students?
9. Is there anything you have learned from this course that you would like to incorporate into your teaching philosophy?
10. If you were to teach this course again, what would you do the same? What would you change?
11. Do you have your mid-quarter student survey written? What feedback do you hope to get from your mid-quarter feedback?
12. What feedback did you get on your mid-quarter survey? What will you do with this feedback? Is there anything you learned that you want to try to incorporate into the remainder of your course?
13. What did you get out of these mentoring sessions? What was most helpful? What was least helpful? What would you like to see added to these mentoring sessions in the future?

Note for STIA Participants who are Associates in Fall (NOT Summer Associates):

- Summer Sessions is only able to pay mentors' stipends for Associates who teach in the Summer. If you are a STIA participant and you're not teaching as an Associate in Summer, you should still meet with a faculty member who can serve as your mentor if you want to obtain the STIA certificate, but note that your faculty mentor is not eligible to receive a stipend from Summer Sessions.
- Faculty mentors are only eligible to receive stipends from Summer Sessions if they mentor Associates who teach in Summer.

Questions about funding or payments?

All stipends for Summer Faculty Mentors are administered directly by Summer Sessions. STIA does not manage or distribute these funds, and any questions about fund use or stipend disbursement should be directed to the [Summer Sessions Finance and Payroll](#) team.