

STAP Faculty Mentor FAQs

Am I eligible to serve as a Faculty Mentor?

- Mentors must be faculty or lecturers with a research/travel account to receive the allocation. As a Faculty Mentor, you will provide guidance and support with course design and development (e.g., selecting curriculum, developing in-class activities, and creating assessments), as well as classroom facilitation and leadership. Having pedagogical expertise, familiarity with the course content, and experience with mentoring graduate students is helpful.

Do Scholars need to coordinate with me prior to applying for STAP?

- No, you do not need to coordinate with Scholars prior to applying. You will be assigned a small group of Scholars to support based roughly on their departments and/or schools.

How much are research/travel account allocations for Faculty Mentors?

- Mentors will receive a \$2,000 allocation for completing STAP.

What is required of me as a Faculty Mentor?

- **Attending an Information Session:**
Mentors will need to attend an information session with all Scholars and all Faculty Mentors early in the Spring quarter. The information session will provide an opportunity for participants to ask questions.
- **Meeting with Scholars *At Least Once Before, During, and After Summer Session*:**
We recommend that Mentors and Scholars meet as frequently as is possible and needed. However, we only require that you meet a minimum of three times prior to Summer Session instruction. These meetings can be individual or group sessions.

We support Mentors in determining how best to offer pedagogical guidance for their mentees, and we want to encourage flexibility in the mentorship process. As such, we do not require that meetings address particular issues. However, below we have provided

recommendations for topics that Mentors and Scholars might consider addressing in their conversations:

1. Drafting a syllabus (e.g., considering tone and design, writing clear course policies/expectations, providing descriptions of assessments and student resources)
2. Identifying course goals (e.g., selecting three broader goals for student learning)
3. Writing student learning outcomes (e.g., identifying measurable/observable student learning outcomes for each lesson, writing student learning outcomes that support course goals)
4. Selecting course readings and materials (e.g., selecting a textbook and/or academic articles, incorporating diverse scholarship, selecting podcasts, films, media articles, and other supplemental materials)
5. Developing assessments (e.g., identifying and designing assessments that measure student learning outcomes, incorporating formative assessments in addition to summative assessments)
6. Creating in-class and asynchronous activities (e.g., incorporating classroom assessment techniques, such as Zoom polls or worksheets, to gauge learning and provide students an opportunity to practice engaging with material, using low-stakes Canvas quizzes and/or discussion boards to accompany recorded lectures, incorporating active learning opportunities in both synchronous and asynchronous courses)
7. Incorporating inclusive pedagogy techniques (e.g., incorporating diverse scholarship/perspectives, emphasizing a growth mindset, allowing flexibility in assessments)

➤ **Observing Scholars Teach One Class:**

In addition to meeting at least three times prior to instruction, we require that Mentors observe one class and provide feedback regarding instruction. Mentors are free to use whatever format or procedure works best for them; however, we have provided an [observation protocol](#) as a reference that Mentors may choose to use in aiding their observations. If observing a synchronous lecture, we encourage Mentors to evaluate the Scholar's instructional practices (e.g., in-class assessment of learning) and style (e.g., timing, use of examples, clarity of lecture slides). We also suggest assessing student engagement with the material, the Scholar, and each other. If observing an asynchronous lecture, we recommend evaluating instructional practices and/or style in the lecture video as well as reviewing asynchronous companion assessments or activities (e.g., Canvas quiz, Padlet board, discussion posts).

➤ **Holding Office Hours:**

Mentors will be asked to hold weekly office hours (in office or virtually) during the program.

➤ **Attending a Closing Session:**

Mentors will be asked to attend a closing session at the end of the Summer Session. This meeting will allow Scholars and Mentors to share their experiences and celebrate their successes from participating in the program.

Still have questions? Please contact DTEI's Program Coordinator, Thao Nguyen (thaomn1@uci.edu).