

## Guidelines for External Faculty Mentors

Northwestern graduate students and postdoctoral fellows are given the option of working with a faculty member at a college or university in the Chicago area to satisfy the “teaching experience” component of the Graduate Teaching Certificate program.

### Mentor Responsibilities (Fall – Spring):

#### 1. COURSE DESIGN PROJECT FEEDBACK:

Participants develop a course design project as part of the program, usually the design of a new course or the revision of an existing course. Participants meet quarterly with peers and the program coordinator in small project groups to exchange feedback and ideas on projects. Faculty mentors, whenever possible, provide additional discipline-specific feedback on the projects.

#### 2. QUARTERLY MENTORING MEETINGS:

On a quarterly basis, faculty mentors are expected to provide students with feedback on the course design project and support for his/her teaching interests and concerns. Participants should also observe the faculty mentor teaching, and, if possible, have an open discussion about the mentor’s expectations for and reflections on the class they observed. Participants and mentors may meet more often depending on interests and schedules. Participants are responsible for setting up all mentor meetings.

#### 3. TEACHING EXPERIENCE ARRANGEMENTS:

Participants must demonstrate their teaching ability as part of the Certificate program. We recommend that the teaching experience be arranged for after the fall term to give students time to adequately prepare. Ideally, students will design and teach an entire course at the partner school. If that is not possible, students may work with the mentor to (in descending order of preference):

- teach an existing, already designed course
- co-teach an existing course with a faculty member
- design and teach a portion of an existing course (guest instructor)
- lead several sessions of a course, discussion, or lab (guest lecturer)
- assist in planning classroom, discussion or lab sessions

#### 4. TEACHING OBSERVATION:

Faculty mentors are expected to observe the students’ teaching at least once and provide feedback. If requested, mentors may also supply a letter of support for the student’s teaching portfolio. Observation guidelines with an observation worksheet are available for the mentor’s convenience on the program website. If requested, mentors may also supply a letter of support for the student’s teaching portfolio. Letters should include description of the participant’s role in the class, what materials the participant prepared, and your perspective on their performance during your observation.

**Questions?** Contact Joseph Lampert, Associate Director at the Searle Center for Teaching Excellence, at [j-lampert@northwestern.edu](mailto:j-lampert@northwestern.edu) or 847-467-2274