

## Guidelines for Partner School Faculty Mentors

Northwestern graduate students and postdoctoral fellows are given the option of working with a faculty member at a partner school (Lake Forest College, Oakton Community College, or Northeastern Illinois University) to satisfy the “teaching experience” component of the Graduate Teaching Certificate program. **Please note:** This option was once a part of the The Graduate School’s Preparing Future Faculty (PFF) program, but is now a part of the Searle Center for Teaching Excellence’s Graduate Teaching Certificate program. For more information about the Certificate program, visit: <http://is.gd/1tWHz>

### Mentor Matches (Late Spring – Summer):

Program participants who wish to work with a partner school mentor complete a brief application. During the summer, faculty mentors review applications and indicate interest in being paired with particular students based on application materials (CV, statements of teaching interest). Northwestern University will facilitate pairings based on compatible teaching interests and keep faculty mentors apprised of the process.

### Mentor Responsibilities (Fall – Spring):

#### 1. INDEPENDENT TEACHING PROJECT FEEDBACK:

Participants develop an independent teaching project using the literature on teaching and learning, 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 teaching projects. Faculty mentors, whenever possible, provide additional discipline-specific feedback on the teaching projects.

#### 2. QUARTERLY MENTORING MEETINGS:

On a quarterly basis, faculty mentors are expected to provide students with feedback on the teaching 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 both verbal and written 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.

Any questions about the program or the faculty mentor’s role can be directed to [teach@northwestern.edu](mailto:teach@northwestern.edu).