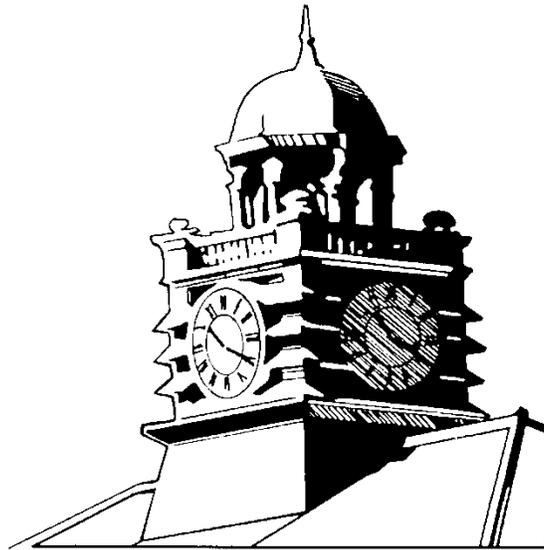


Danville Area Community College

# Partners in Education



August 2015

# Table of Contents

Program Overview.....	2
Mentor Guidelines .....	3
The Initial Meeting .....	3
Contact During the Semester .....	4
Division Dean/Lead Instructor Guidelines .....	5
Administrative Responsibility .....	5
Role of the Faculty Mentor .....	6
Selection of Mentors and Partners .....	6
Pay for Mentors .....	7
Procedures .....	7
Appendix A: Procedures for Using Forms .....	8
Appendix B: Request to Serve as Mentor Form .....	9
Appendix C: Request for Mentor Services Form .....	10
Appendix D: Assignment of Mentor/Partner Form.....	11
Appendix E: Partner Assessment Form .....	12

Thanks to Austin Community College, Austin, Texas, for permission to utilize their Mentoring Program Handbook in preparing our own.

## **Partners in Education: Program Overview**

The Partners in Education believe that mentoring is a vital activity on the DACC campus and that mentoring should be carried out formally and regularly. Mentors, we believe, should not replicate the role of a Dean or Lead Instructor; nor should mentors assume an evaluative role. Instead, mentors are available to ongoing instructors, either full- or part-time, who request one or are assigned one by their Dean. The purposes of the mentor are to explain community college philosophy, DACC's culture and student body, to provide instructional support, to explain administrative requirements, to improve coordination of instruction between full- and part-time faculty, and to strengthen the professional relationships among faculty.

Mentors are selected from among DACC's outstanding full-time or part-time teachers and are compensated for their services. Mentors are assigned to partners who teach the same or similar courses, and they are trained to adopt a positive, supportive approach. Mentors are usually assigned to only one or two partners so that adequate time can be devoted to help the partner(s) develop a good foundation in college teaching. The selection, training, and evaluation of mentors are carried out by Deans and/or Lead Instructors.

Upon completion of the mentoring experience, it is important for the Office of Instruction to receive feedback from all partners, mentors, and Division Deans involved in the Partners in Education Program. This feedback will be utilized to make improvements in the program.

## Mentor Guidelines

As a mentor you are critical to the implementation of the Partners in Education Program, but remember that the Division Dean and Lead Instructor are prepared to help insure your success by answering any questions or discussing any problems as they come up.

This handbook provides ideas for your new role as a faculty mentor. There is, however, no intent to insist on bureaucratic requirements or restrictions in the program. Please consider these ideas as suggestions. The purpose of that program is to make new faculty's adjustment to DACC easier. Any strategy that accomplishes this purpose is the one you want to use.

### • **The Initial Meeting**

The initial meeting between you and your partner should be carefully organized and friendly; first impressions tend to be lasting. Your primary objectives should be four-fold: 1) to get to know your partner, 2) to give him/her needed information about the workings and procedures of the College and the Division, 3) to identify the partner's needs and expectations to insure a meaningful mentoring experience, and 4) after establishing mutually agreed-to goals, to make plans for accomplishing them.

At this meeting, you might:

- A. Show your partner your office and provide him/her with your office hours. Give your partner both your office and home phone numbers. Invite visits and calls.
- B. Make sure your partner has:
  - 1. A Part-Time Faculty Handbook if your partner is a part-time instructor
  - 2. Any additional resources you feel would be helpful
- C. Familiarize your partner with DACC's resources and administrative requirements and procedures including the:
  - 1. Grading policy and final grade reports
  - 2. Instructor absence procedures
  - 3. Use of guest lectures, field trips, etc.
  - 4. Attendance records and the Division's attendance policy
  - 5. Course outline preparation (Be sure to point out that the outline must include the instructors specific attendance and grading policies.)
  - 6. Student withdrawals
  - 7. Student evaluations
  - 8. Copy Center rules and turn-around time
  - 9. Phone trees (where applicable)
  - 10. The Assessment Center and the placement of students

11. Resource offices for disadvantaged students, financial aid and tutoring

D. Share with your partner such things as your:

1. Course outline(s)
2. Model class handouts
3. Sample exams and quizzes
4. Final exam(s)
5. Method of assigning grades (Your partner, especially if a part-time instructor, will be concerned about grading standards.)

E. Take a tour of your Division. Show your partner the:

1. Part time office
2. Division mail boxes
3. Division Dean's office
4. Lead Instructor's Office

Introduce your partner to:

1. The Division Secretary
2. Other instructors who teach the same course

Extend the tour, either the same day or later, across the campus. Include such places as:

1. Bookstore
2. Library
3. Student Union
4. Administration and Student Services Building

F. Determine goals, needs, and expectations of the partnership and make a plan for other contacts through the semester. This plan might include:

1. Attendance at the Part-time Orientation Meeting with your partner
2. Occasional telephone visits to find out how your partner is doing
3. Informal coffee visits whenever your partner feels the need for help or you feel the need to keep in touch
4. Additional contact

- **Contact During the Semester**

When you and your partner have become comfortable with each other, you are encouraged to build in several additional contacts.

A. A visit to your class by your partner

You are a master teacher. Allowing a new instructor to observe you at work can be one of the most rewarding parts of the Partners in Education Program.

Afterwards, have a cup of coffee and discuss your goals for that particular class, what you think went well and what you wish you'd done differently. Try to be low-key and non-directive. Answer any questions as openly as you can. Try to expand the discussion to encompass your strategy for teaching the entire course. If appropriate, go over your course outline with your partner, discuss your grading system, explain how you handle administrative chores, and try to demonstrate the relationship between your objectives and your teaching methods and techniques. Of course, as we are all aware, no one can perform miracles in the classroom, so be open about your shortcomings and explain what you are doing about them.

If you are not comfortable with having your partner visit your class, or if for some reason it is inappropriate, then don't invite him/her. Instead, you may be able to arrange for your partner to observe someone else, for example, someone who is teaching the same course.

B. A videotaping session

Offer to order video equipment so that your partner can make a tape of a class session to take home for private viewing and contemplation.

C. A visit to your partner's class

After the semester is well underway and your partner seems secure, encourage him/her to invite you to observe a class. When you observe, be sure your partner knows in advance that you're coming. Be on time and inconspicuous.

## **Division Dean/Lead Instructor Guidelines**

- **Administrative Responsibility**

Primary responsibility for faculty resides with the Division Deans. The Partner in Education Program is not intended to be a substitute for sound administrative supervision by Division Deans and Lead Instructors. Faculty members have no supervisory or evaluative responsibilities for other instructors.

The Division Dean will conduct an orientation/training session for all mentors. During this training session, the mission, goals, procedures, and outcomes of the Partner in Education Program will be outlined. This session should take place prior to the mentor's initial meeting with their partner.

Early in the mentoring process, the Division Dean should determine if all partners and mentors are well matched and making sufficient program. This check will provide the opportunity for the reassignment of mentor and/or partners, if necessary.

The Vice President for Instruction and Student Services maintains administrative records for the program, including a master list of mentors and partners assigned to each.

- **Role of the Faculty Mentor**

See Mentor Guidelines – page 3

- **Selection of Mentors and Partners**

Division Deans and Lead Instructors will select faculty mentors who are master teachers and have demonstrated proficiency in performance of their job responsibilities. Division Deans recommend the assignment of mentors to the Vice President for Instruction and Student Services. When possible, mentors should be assigned to their partners prior to the beginning of each semester. Mentors are expected to allot a sufficient amount of time to their partners to insure that the mentorship is substantive. A maximum of two partners per mentor will be assigned per semester unless there are special circumstance that warrant an exception to the rule. Prior approval must be received from the Office of Instruction to mentor more than two partners per semester.

Some suggestions for assigning mentors:

1. Select faculty members who have expressed interest in the program.
2. Select experienced part-time and full-time instructors as mentors.
3. Select mentors and partner whose class times and locations are similar.
4. Pair mentors with partners who teach or have taught similar courses.

In addition to the careful selection of mentors, Division Deans should meet with mentors, explain the expectations of the program and encourage mentors to make immediate contact with partners.

- **Pay For Mentors**

Mentors will be reimbursed at the rate of \$200 per partner assigned to them. Payment will be made at the end of each academic semester. When reviewing the mentorship for reimbursement, the frequency and appropriateness of contact between mentors and partners is considered.

The Partners in Education Program excludes Division Deans and Lead Instructors from being reimbursed for assignment as mentors. It is assumed that Division Deans and Lead Instructors act as mentors for their faculty and staff when needed as part of their administrative duties.

- **Procedures**

Participation in the Partner in Education Program by Division Dean and Lead Instructor will include the following steps:

1. Selection of mentors
2. Assignment of partner (part-time and full-time) to mentors
3. Completion of forms (see Appendices) for each mentor and sending the forms to the Vice President for Instruction and Student Services
4. Orientation of mentors, including an overview of the Partners in Education Handbook and mentor forms
5. Implementation of the program
6. Collection of mentor forms (Assignment of Mentor/Partner form, Sections III and IV) from each mentor for each partner.

**Danville Area Community College**  
**PARTNERS IN EDUCATION PROGRAM**

---

**Procedures for Using Forms**

- I. The Division Deans will:
  1. Receive and consider “request forms” from mentors and partners
  2. Determine assignments for mentors and partners
  3. Initiate “Assignment of Mentor/Partner” form
  4. Sign and forward to the Vice President for Instruction and Student Services
  5. After signed forms are returned from Vice President for Instruction and Student Services, send a copy to the mentor – at this point the mentor should contact the partner, preferably before the first of the week.
  6. Retain other copies and send to mentor during the 12<sup>th</sup> week of the semester.
  7. Receive completed form at end of the semester – sign and forward to the Vice President for Instruction and Student Services.
  8. Distribute “Partner Assessment” form to all partners.
- II. The Mentors will:
  1. Secure “Request to Serve as Mentor” form and leave with Division Dean.
  2. Complete “Partner Assessment” form and send to the Vice President for Instruction and Student Services.

**Danville Area Community College**  
**PARTNERS IN EDUCATION PROGRAM**

---

Request to Serve as Mentor

TO: \_\_\_\_\_, Division Dean

I request to serve as a mentor in the DACC Partners in Education Program for  
the \_\_\_\_\_ Semester, \_\_\_\_\_.  
(Fall/Spring) (Year)

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Subject Area

\_\_\_\_\_  
Course

\_\_\_\_\_  
Division

\_\_\_\_\_  
Date

**Danville Area Community College**  
**PARTNERS IN EDUCATION PROGRAM**

---

Request for Mentor Services

TO: \_\_\_\_\_, Division Dean

I will accept the services of a mentor for the \_\_\_\_\_ semester,  
(Fall/Spring)  
\_\_\_\_\_.  
(Year)

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Subject Area

\_\_\_\_\_  
Course

\_\_\_\_\_  
Division

\_\_\_\_\_  
Date

**Danville Area Community College**  
**PARTNERS IN EDUCATION PROGRAM**

Assignment of Mentor/Partner

Mentor _____	F-T Faculty    P-T Faculty
Partner _____	F-T Faculty    P-T Faculty
Division _____	Semester/Year _____

Division Dean	Date	Vice President for Instruction	Date
---------------	------	--------------------------------	------

Mentor Instructions

1. Read the Partners in Education Program Handbook (request a copy from the Division Dean if you don't already have one) and **CONTACT YOUR PARTNER AS SOON AS POSSIBLE.**
2. Late in the semester (12<sup>th</sup> week), you will complete Sections III and IV of this form. Return all copies to your Division Dean by the date shown in Section III.

Complete this form and return to your Division Dean by \_\_\_\_\_

Date of initial meeting with Partner for orientation and planning \_\_\_\_\_

Date of class visits (First) \_\_\_\_\_ (second) \_\_\_\_\_

Date of other meetings/contacts (including telephone) and comments:

---



---



---



---



---



---



---

On a separate sheet, assess this relationship. What goals did you and your partner agree upon and what did you do to achieve them? What recommendations do you have to improve the Partner in Education Program?

