

PROFESSIONAL DEVELOPMENT PARTNERSHIP

INFORMATION PACKET

The mentoring program sponsored by the
Tompkins Cortland Community College

College Teaching Center

Revised August 2009

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1. Professional Development Partnership Program Description

This program is designed to provide an opportunity for members of the faculty (Partners) to work together with more experienced faculty (Mentors). The partnership activity seeks to enhance pedagogical skills through research, discussion, and practical experiences that address important teaching issues such as content preparation, presentation modalities, student evaluation and assessment, faculty-student interaction, and other relevant issues.

2. Mentor/Partner Procedures

The Coordinator of the Teaching Center shall be responsible for assigning mentors and selecting partners.

Mentors

Mentors each year will be chosen from those who volunteer by the specified deadline in the fall of each year. (See the Timetable that follows.) If more mentors are needed to fill assignments in the spring and all of the possibilities from the fall have been assigned, a second call for volunteers will occur. Each volunteer will be matched to one partner as budget allows.

Duration

Partnerships generally start in the Fall Semester and last for one semester. Additional partnerships may be available in Spring Semester if the budget allows.

Preference for Assignment

First preference will be given to full-time faculty in the same discipline as the partner. If several mentors from the same discipline step forward, selection will follow the seniority rules that govern overload assignment.

When there is no discipline match, the overload seniority rules will cover the mentors available.

Those volunteers not used will have preference for future assignments.

Adjunct faculty with at least six semesters of teaching at TC3 may serve as mentors if there are an insufficient number of full-time volunteers.

Partner Selection

Preference will be given to those in their first semester of teaching at TC3. Those partners with the greatest teaching load will be selected. In the event that two faculty have the same number of credits and budget resources are available for only one placement, a lottery will be used to make the selection.

Partners not selected will have preference until such time as they obtain a mentoring relationship.

Required Activities

See page 5, the List of Activities, for required activities.

Payment of Compensation

Upon completion of the mentoring partnership, the parties will submit a completed Checklist of Activities to the Teaching Center Coordinator who will initiate the process for compensation. All requests for compensation should be presented to the Coordinator on or before the last day of classes in the spring semester. Compensation will be at each individual's hourly rate for 20 hours.

In the event that the mentor or partner is no longer at the college and cannot complete the mentorship, the parties can apply in writing to the Coordinator for a pro-rated amount of compensation that will cover the hours of the partnership that were completed.

Confidentiality

The relationship between the mentor and partner will be considered a private and professional one. Aside from the application, the mid-semester report, an annotated bibliography produced by the partner, the reflections by both the mentor and the partner, the checklist of activities, and the feedback form, no other documents or reports will be required of the participants. Of course, voluntarily the mentor and partner may choose to discuss whatever elements of their experience they wish, provided that the choice is mutually acceptable and does not violate the confidentiality rights of other individuals. If a product, such as a course syllabus, a manual, or the like, results from the partnership, it would be appreciated if a copy of the product could also be submitted.

Personnel Folder

Upon completion of the partnership, the Coordinator of the College Teaching Center will send a statement to the Human Resources Department indicating participation in the mentoring program and the topic of the partnership.

3. Hints To Help You With Your Partnership

Previous Topics

The focus of a mentoring partnership can be on anything that will enhance pedagogical skills. To stimulate your thinking about possible topics, the following list provides examples of topics that have been done in the past.

- Use of instructional technology
- Teaching/learning issues in Developmental Psychology
- Using the new MATH 132 textbook
- Active learning strategies
- Implementing Angel
- Teaching PSYC 103
- Methods for developing college level writing skills in students
- New media
- Hands-on Learning
- On-line pedagogy
- Developing a new course syllabus for Biology

Previous Partnership Materials

There are two binders in the College Teaching Center, one of which contains past reflections, and the other with the annotated bibliographies. Please feel free to look over these materials at your leisure.

College Teaching Center Coordinator

Feel free to contact the Coordinator of the College Teaching Center at any time for help or suggestions.

Articles on Mentoring

The articles listed in the bibliography (page 11) are kept in a binder in the College Teaching Center. Feel free to borrow one article at a time for a period of two weeks. Please sign out the article on the first page in the binder.

Recommended Reading

"Mentoring Junior Faculty," by Gloria Pierce appeared in *Thriving in Academe* in October, 2004. It provides a brief but excellent overview of the mentoring process including both benefits and cautions about pitfalls. You can access the article online at

<http://www2.nea.org/he/advo04/advo1004/front.html>

4. Timetable for Selection of Mentoring Pairs & Completion of Activities

	Full-time partners	Adjunct partners
Application Deadline ^a	Friday, 2nd full week of classes	Friday, 3rd full week of classes
Selection Announced	Friday, 3rd full week of classes	Friday, 4th full week of classes
Mid-term Report ^b	Friday, 7 th full week of classes	Friday, 8 th full week of classes
Completion Deadline ^c	Friday, 3rd full week of classes, following semester ^d	Friday, 4th full week of classes, following semester ^d

- a. Use the Professional Development Partnership Application on page 6.
- b. Submit the Midterm Report, page 7, indicating which activities have been completed.
- c. Submit the signed Completed Activities, page 8, the reflections, the annotated bibliography and the Feedback Form.
- d. If one or both partners anticipate not being able to work on the partnership in the following semester, the partners must complete their partnership before the end of the semester in which they were selected.

Note: The mentor and partner share equal responsibility to initiate contact, plan Partnership activities, and maintain regular contact with each other through completion of the Partnership.

5. List of Activities

The following is a list of required activities:

1. Annotated Bibliography (of at least 10 items on a selected topic, or fewer articles if a book is included)
2. Partner visited Mentor's Classroom and wrote an Observation Report
3. Partner's class videotaped, reviewed with Mentor, and Reaction Report written
4. Weekly contact and discussion between Mentor and Partner
5. Partner completed journal of weekly contact with Mentor and reflections on the teaching experience through the semester(s)
6. Participation in at least three Professional Development Activities (roundtables, workshops, conferences, lectures, videotapes, etc.)
7. Partner's 1-page reflection on the Professional Development Partnership experience
8. Mentor's 1-page reflection on the Professional Development Partnership experience
9. Additional activities completed

6. Professional Development Partnership Application

Submit to the Coordinator of the College Teaching Center. See the timetable on page 5 for submission deadline.

We have reviewed the Professional Development Partnership Information Packet and have agreed to work together as mentor and mentee for the _____ semester.

The focus of our mentoring partnership will be

We have decided on a meeting time that fits both of our schedules.

Mentor _____ Date _____

Partner _____ Date _____

Professional Development Partnership Approved? Yes No

CTC Coordinator

Date

(Copies of the approved application to the mentor, the partner, and the CTC files)

7. Midterm Report – Mentor/Partner Checklist of Activities

Mentor: _____ Partner: _____

Please fill out this checklist as you complete the activities during your Professional Development Partnership. Submit a copy of this checklist at the mid-point of the semester (see the timetable on page 5 for the deadline) to the Coordinator of the College Teaching Center. Supporting documentation is not needed at this time.

ACTIVITY	COMPLETED
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1. Annotated Bibliography (of at least 10 items on a selected topic, or fewer articles if a book is included) _____
2. Partner visited Mentor's Classroom and wrote an Observation Report _____
3. Partner 's class videotaped, reviewed with Mentor, and Reaction Report written _____
4. Weekly contact and discussion between Mentor and Partner _____
5. Partner completed journal of weekly contact with Mentor and reflections on the teaching experience through the semester(s) _____
6. Participation in at least three Professional Development Activities (roundtables, workshops, conferences, lectures, videotapes, etc.) _____
7. Partner's 1-page reflection on the Professional Development Partnership experience _____
8. Mentor's 1-page reflection on the Professional Development Partnership experience _____
9. Additional activities completed:

X _____
 Partner Date

_____ Date
 CTC Coordinator

X _____
 Mentor Date

Copy Partner, Mentor, CTC Files, & CTC Coordinator

8. Mentor/Partner Completed Activities

Mentor: _____ Partner: _____

Please fill out this checklist as you complete the activities during your Professional Development Partnership. Upon completion, submit the following to the Coordinator of the College Teaching Center (check completion deadline in Timetable on page 5):

- A. this checklist, signed by both the mentor and the partner
- B. a copy of the Annotated Bibliography
- C. a copy of the partner's 1-page reflection on the mentoring experience
- D. a copy of the mentor's 1-page reflection on the mentoring experience
- E. a copy of any product created as a result of the mentoring partnership is requested, but not required
- F. a copy of the feedback form (1 per partnership)

The checklist will be signed by the Coordinator and submitted to Renee Hollenbeck for processing.

ACTIVITY	COMPLETED
1. Annotated Bibliography (of at least 10 items on a selected topic, or fewer articles if a book is included)	_____
2. Partner visited Mentor's Classroom and wrote an Observation Report	_____
3. Partner 's class videotaped, reviewed with Mentor, and Reaction Report written	_____
4. Weekly contact and discussion between Mentor and Partner	_____
5. Partner completed journal of weekly contact with Mentor and reflections on the teaching experience through the semester(s)	_____
6. Participation in at least three Professional Development Activities (roundtables, workshops, conferences, lectures, videotapes, etc.)	_____
7. Partner's 1-page reflection on the Professional Development Partnership experience	_____
8. Mentor's 1-page reflection on the Professional Development Partnership experience	_____
9. Additional activities completed:	

X _____	_____	_____	_____
Partner	Date	CTC Coordinator	Date
X _____			
Mentor	Date	Copy Partner, Mentor, CTC Files, & CTC Coordinator	

9. Feedback Form

Please provide feedback to the College Teaching Center about your mentoring experience. We plan to use this information to improve the program in the future.

Thank you!

Ways that the CTC could improve the Professional Partnership Program: (This can include the structure, guidelines, timeline, communication, materials, etc. ...)

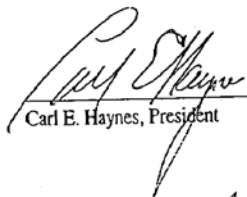
What was helpful about the structure and facilitation of this program?

10. Sample Memorandum of Agreement

MEMORANDUM OF AGREEMENT

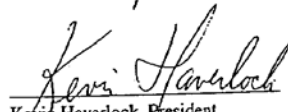
This agreement pertains to the compensation of the faculty for work related to mentoring of new faculty under the sponsorship of the College Teaching Center. Faculty volunteers will engage, as mentors and mentees, in the activities specified in the attached proposal and will receive compensation for a maximum of twenty hours per semester. Compensation will be for hours worked on this project and will be at the level of the minimum hourly rate of the faculty member's rank.

This agreement is for the 2000-2001 academic year and is not designed to set a precedent.



Carl E. Haynes, President

8/14/00
Date



Kevin Haverlock, President
Faculty Association

8/10/00
Date

Mentoring Bibliography

The following sources discuss Mentoring and are intended as a resource for those people involved with the Partnership Development Program. The full text articles are available for loan from the CTC.

- Barnett, Bruce G. 1990. "The Mentor-Intern Relationship: Making the Most of Learning from Experience." *NASSP Bulletin* 74 (526):17-24.
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- Cunningham, Shelly. 1999. "The Nature of workplace Mentoring Relationships among Faculty Members in Christian Higher Education" *Journal of Higher Education* 70 (4):441-458.
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- Mullen, Carol A. 2000. "Constructing Co-Mentoring Partnerships: Walkways We Must Travel." *Theory into Practice* 39 (1):5-11.
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- Sands, Roberta G., Parson, L. Alayne and Duane, Josann. 1991. "Faculty mentoring Faculty in a Public University." *Journal of Higher Education* 62 (2):174-191.
- Sonnenberg, Frank and Goldberg, Beverly. 1992. "Encouraging Employee-Led Change Through Constructive Learning Processes." *The Journal of Business Strategy* 13 (6):53-59.
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