

## EMCC Adjunct Faculty Mentor Program Mentor Checklist

Mentor \_\_\_\_\_ Discipline \_\_\_\_\_ Semester \_\_\_\_\_

Mentee \_\_\_\_\_ Discipline \_\_\_\_\_

Please check each item completed during the mentoring process. Attach **Comments** to this form for general remarks or for a brief explanation of why certain activities could not be completed. Please note that all aspects of this process are kept confidential.

Date	Activity	Comments	Contact Hours
<b>→ As soon as possible after being assigned a mentee I:</b>			
	<input type="checkbox"/> contacted the mentee, and we exchanged phone numbers, email information, office hours, etc.		
	<input type="checkbox"/> verified that the mentee had an EMCC contact information to include an EMCC email account		
	<input type="checkbox"/> set up an initial in person meeting time		
<b>→ Early in the semester, we met in person and discussed the following:</b>			
	<input type="checkbox"/> an overview of each course the mentee will teach and the corresponding syllabi		
	<input type="checkbox"/> possible first class meeting documents and activities		
	<input type="checkbox"/> my mentee's personal teaching strategies and perceived strengths		
	<input type="checkbox"/> the learning college model (on-line model for hybrid and online courses)		
	<input type="checkbox"/> identification of effective teaching strategy(ies) the mentee would like to focus on for the semester		
	<input type="checkbox"/> draft goals for developing the mentee's chosen effective teaching strategy(ies) within the classroom		
	<input type="checkbox"/> ideas for Comprehensive Assessment Tracking System (CATS)		
	<input type="checkbox"/> EMCC faculty and student support services (Professional Development, Library, Copy Services, Learning Support, Disability and Veterans resources, Counseling)		
	<input type="checkbox"/> EMCC policies and procedures (e.g., Adjunct Faculty Online Orientation, faculty and student handbooks)		
	<input type="checkbox"/> scheduled a time for mentee to observe my classroom (and/or observe the on-line course)		

Date	Activity	Comments	Contact Hours
<b>→ Within the first three weeks or so of the semester, we:</b>			
	___ finalized mentee's goals for developing his/her chosen effective teaching strategy(ies)		
	___ discussed student retention/engagement strategies		
	___ discussed assessment and testing construction tips/strategies		
	___ discussed classroom management strategies (time management, classroom procedures, discipline, etc)		
	___ scheduled my mentee's visit to my classroom (and/or on-line course)		
	___ began the Comprehensive Assessment Tracking System (CATS)		
	___ I observed my mentee's class		
<b>→ About the middle of the semester, I:</b>			
	___ observed mentee's class		
	___ discussed mentee's perceived (or learned from subjective training) strengths		
	___ discussed mentee's perceived classroom/student successes or difficulties		
	___ discussed progress on mentee's teaching strategy goals		
	___ reviewed the student evaluation/faculty evaluation process		
	___ scheduled final in person meeting with my mentee		
<b>→ Within the last three weeks of the semester, I/we:</b>			
	___ had a final meeting with my mentee		
	___ discussed progress on my mentee's teaching strategy goals		
	___ discussed end-of-semester grading policies and procedures		
	___ discussed status of the Comprehensive Assessment Tracking System (CATS)		
	___ completed Adjunct Faculty Mentoring Program feedback form and submitted to Dean of Academic Affairs		

**→ Please attach any additional comments or feedback to this form.**

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_