



# **Peer Mentoring Guide**

**Updated November 2023**

**Professional Development and Initiatives Committee  
(PDIC)**

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## I. The Peer Mentoring Program

Community colleges offer a diverse range of courses and hire professionals experienced in various careers to teach students. While these instructors usually have substantial experience in their field of expertise, teaching that subject to secondary and postsecondary students may be new to them. A goal of Guam Community College's Peer Mentoring Program is to orient subject-area experts to the world of student-centered classroom teaching and connect them with a peer who can "show them the ropes" and avoid the "sink or swim" approach during the first year of teaching. For non-teaching faculty, the primary goal focuses on the importance of providing services which address students' needs to help create a supportive learning environment. Seasoned faculty who would like to seek mentorship in a particular area (i.e. grant writing, curriculum design, technology, teaching practices, assessment) are also encouraged to participate. In Fall 2023, PDIC streamlined the program to five simple steps.

**Step 1:** Initiate contact and develop a timeline

**Step 2:** Identify plan & goals

**Step 3:** Meetings (at least 2 times per academic year: once a semester)

Fall Semester: Meeting 1: date, location, time and discussion points

Spring Semester: Meeting 2: date, location, time and discussion points

**Step 4:** Identify evidence and supporting resources

**Step 5:** Complete Documentation Form, sign, and submit to PDIC

## II. Matching Mentors and Mentees

The pairing process is coordinated by the Professional Development and Initiatives Committee (PDIC). New faculty –“mentees”- (and continuing faculty who wish to participate) are paired with seasoned classroom mentors. This symbiotic relationship is designed to give faculty an additional resource person who may be able to assist the mentee in one or more of the following areas:

- Answer questions about college policies and procedures.
- Provide feedback about teaching performance.
- Suggest instructional methods, materials and resources.
- Assist with course assessment and instructional-related questions and/or problems.
- Demonstrate student learning success.
- Support faculty who request mentorship in specific areas (i.e. technology, teaching methods and strategies, evaluation tools).

### III. The Mentor – Qualifications and Selection

A mentor is defined as a wise and trusted teacher. A mentor teaches skills or provides the knowledge necessary to develop and perform a specified task. At GCC, one of the primary goals for new instructional faculty is successful teaching and for non-instructional faculty it is effective and efficient delivery of services. Mentors will be selected from GCC faculty. Although any faculty is welcome to be a mentor, priority will be given to volunteers holding the rank of Assistant Professor or higher, and who have at least two years of successful work experience at GCC. Non-teaching faculty who have taught at least four (4) adjunct classes (or equivalent) may also wish to mentor teaching faculty. PDIC will pair mentees and mentors through mutual agreement with assistance if needed from the respective Deans and department chairpersons.

### IV. Characteristics of the Mentor

Effective mentors should have the following characteristics:

1. A desire to teach and/or help others grow.
2. An ability to assess performance, establish objectives for student learning and improvement, and develop strategies for mastering these objectives.
3. A mastery of effective oral and written communication skills.
4. An ability to establish rapport with others.
5. A record of successful teaching/non-teaching experience, as evidenced by positive peer feedback, student evaluations, and annual activities.
6. A demonstrated knowledge of effective instructional methods and activities.
7. An ability to organize and plan effectively.
8. A willingness to allow the relationship to mature to professional friendship or collegiality when appropriate.
9. A willingness to seek and explore synchronous and asynchronous instructional methods, aside from traditional face-to-face instruction.
10. Mentors of instructional faculty should be willing to meet their mentees early in the school year if possible. A willingness to visit mentees at their school site to understand the environment and observe the mentee is requisite.

In addition, a mentor must have a desire to participate in the program, the time needed to cultivate a mentor relationship, and the ability to garner confidence and respect and use this to motivate, counsel, and influence the behavior of peers. Mentoring is focused in the present. Ideally, a mentor tries to provide help when needed. The mentor's concern is to help others develop and refine their skills, acclimate new faculty to the College, and become more comfortable with their instructional role at GCC. A mentor is a role model, coach, colleague, and/or friend and plays a significant role in the mentee's experience at GCC. Teaching experience includes professional work experience of counselors, librarians, school health counselors, and non-teaching faculty working in other areas of the college.

## **V. Step One: Initiate Contact and Sample Timeline**

After receiving confirmation from PDIC, mentors should initiate contact with their respective mentees and establish a preferred means of communication in addition to meeting dates/times.

## **VI. Step Two: Identify Plan & Goals**

Some mentors will find that their mentees will be assertive when developing goals, a plan for improvement, and will identify problems and suggest solutions on their own. Others may determine areas for improvement, but may need assistance, suggestions, and ideas for action. Still others will need support in identifying an area needing improvement and help with teaching methods. Feel free to use any of the general outcomes below.

Example: Upon successful completion of the peer mentoring program, mentees, in the guidance of their mentors, will be able to:

1. Incorporate evidence-based teaching approaches to lesson planning, delivery, and assessment (for new faculty) and improve or gain knowledge/skills in a particular area (seasoned faculty).
2. Demonstrate being a reflective practitioner.
3. Build collegial relationships.
4. Exercise institutional policies and procedures.

## **VII. Step Three: Meetings**

The Sample Timeline included in the appendix serves as a guide; key responsibilities and approximate times are only suggestions. PDIC expects mentors/mentees to meet at least once each semester; however, more contact may be necessary for some faculty as others will require fewer “nitty-gritty” details. It may be helpful to keep a log or journal to track conversations.

Questions and points on the Classroom Observation Guidelines (See p.226-227, 2023 Faculty Union Contract) can also be used as a guide for mentors to give specific feedback to the mentees for classroom observations. There are separate observation guidelines for those who teach online and hybrid courses. This technical feedback can be used to determine an area for change and improvement. It also gives the mentors an opportunity to identify and reinforce successful teaching strategies, as well as to maximize student learning and success.

### **VIII. Step Four: Identify Evidence any Supporting Resources**

Mentors should identify any resources used during the mentoring process. Depending on the goal of each respective mentee, this could include classroom observation guidelines, PDIC Mentoring Guide, Faculty Union Contract, websites, association contacts, journals, books, networking with respective professional learning communities, and online tools. Please use The Faculty Mentorship Documentation Form to document any evidence and/or resources used to meet your goal(s).

### **IX. Step Five: Documentation of Outcomes**

Mentors and mentees are expected to monitor their progress throughout the semester. The document and the forms included serve as a guide and are provided as a means to assist in recording evidence. Mentors/mentees will be asked to provide this written feedback to the PDIC Committee Chairperson near the end of the academic year to assist in determining the program's effectiveness and make improvements. Please submit the PDIC Documentation Form to PDIC before the academic year ends.

## X. Appendices

### Sample Timeline

<b>Pre-Mentoring</b>	<input type="checkbox"/> Initiate Contact Mentors and mentees meet Discuss mentoring program & develop a timeline/schedule
<b>Week 1</b>	<input type="checkbox"/> Conference/Meeting 1 Assist with syllabus/lesson plans Identify mentorship plan and goals
<b>Week 2</b>	<input type="checkbox"/> Check-in to discuss any general questions/concerns
<b>Week 3 - 5</b>	<input type="checkbox"/> Conference 2 Discuss a class to be observed <input type="checkbox"/> Class Visit 1 Discuss observation
<b>Week 6 – 7</b>	<input type="checkbox"/> Conference 3 Assist with grading/progress reports Assist in developing grading rubrics if needed
<b>Week 8 – 9</b>	<input type="checkbox"/> Class Visit 2 Discuss strengths and tips for improvement
<b>Week 10 – 12</b>	<input type="checkbox"/> Conference 4 Assist with final grades and/or goal Assist with documentation of evidence & resources
<b>Week 13</b>	<input type="checkbox"/> Complete and submit Mentorship Documentation Form <input type="checkbox"/> Complete Peer Mentor Program survey

## Classroom Observation Guidelines (p.226-227, 2023 Union Contract)

Instructor:  
Mentor/Observer:

Course Title:  
Date:

### CLASSROOM OBSERVATION GUIDELINES

Observation guidelines include but are not limited to the following illustrative examples.

#### I. INSTRUCTION

##### Presentation

- € Learning (purpose and objectives) for the lesson is clearly stated (lesson overview).
- € Is there a connection of the current lesson to previous learning?
- € How clearly does the faculty member express their ideas?
- € Does the faculty member effectively communicate the subject matter to students?
- € The faculty member speaks in a clear and well-modulated voice.

##### Techniques and Strategies

- € What method(s) of instruction did the teacher use?
- € Was the selection and use of each method appropriate and effective? Why? Why not?
- € What were the various means (lecture, group discussion, student input, inquiry/questions, role playing, information processing activities, other) used by the faculty member to provide information for students to acquire learning?
- € What principles of learning did the faculty member employ?
- € Are the desired skills clearly demonstrated by the faculty member?
- € How did the faculty member encourage students to think and hypothesize?

##### Instructional Materials

- € Uses the various techniques and equipment to make the presentation of the lesson as interesting as possible.
- € Supplements textbook materials with other references such as journals, hand-outs, etc.
- € The use of audiovisual aids were effective in helping student learning.

##### Student-Faculty Interaction

- € Does the faculty member show respect for students?
- € Do the students feel free to ask the faculty member questions?

- € Are the students allowed enough time to answer questions?
- € Is the faculty member receptive to students' expression of their viewpoint?
- € Does it seem like the faculty member carefully listens to students' comments?
- € Does the faculty member show sensitivity to students' needs

#### II. MANAGEMENT

##### Planning and Preparation

- € Was the faculty member following the course syllabus?
- € Is it evident that the faculty member was well prepared for class?
- € Were the activities varied and well organized?
- € Do the lesson techniques and strategies have a clear sequence and/or well organization design?

##### Classroom Environment

- € What is the learning environment like?
- € How is the learning environment conducive to learning (safe, pleasant, and orderly)?
- € Is the area setup with the appropriate resources and/or equipment?
- € Does the faculty member's facilitation/intervention skills build a positive classroom environment?

##### Use of Class Time

- € How consistent is the faculty member in maintaining their class schedule?
- € Does the faculty member employ appropriate strategies to use allocated time effectively?
- € How is the faculty member's time divided among the students?
- € Does the faculty member check to determine if students are progressing on task?



- € The faculty member uses minimum class time for non-instruction routines, thus maximizing time on task.

#### Student Motivation

- € How does the faculty member arouse student interest in the lesson and/or topic?
- € What forms of motivation were used during the class session?

#### Classroom Behavior

- € Faculty member is able to manage student behavior in a constructive manner.
- € The faculty member remains alert to student behavior that is consistent or inconsistent with their established classroom rules and procedures.
- € When necessary, constructive verbal feedback is provided to students and/or appropriate action is taken to maintain behavior that is conducive to learning.

#### Feedback and Evaluation

- € How does the faculty member regularly check student understanding?
- € How did the faculty member give feedback to students?
- € How did the faculty member monitor and assess student performance to ensure students were proceeding towards the outcome?
- € How does the faculty member determine whether or not students have mastered the objectives?

### III. CONTENT EXPERTISE

#### Knowledge

- € Does the faculty member demonstrate knowledge of the subject matter?
- € Is the subject matter explained effectively?
- € Is the faculty member able to explain the subject matter without relying solely on the prescribed readings?
- € Contributions (in lecture, discussion, groups, laboratory, etc).
- € Does the faculty member make the subject matter relative?

- € Does the faculty member present problems and issues relevant to topic(s) of discussion?
- € Does the faculty member relate current discussion to concepts previously learned by students (show how the present topic is related to those topics that have been taught or that will be taught)?
- € Is the faculty member able to relate topics discussed in the lesson to practical situations and/or existing student experiences in a meaningful manner?

EVALUATION PLAN

**Online & Hybrid Courses Classroom  
Types of Engagement  
Guidelines for Observations**

<b>Engagement</b>	<b>Definition</b>	<b>Common measurement that faculty members can use in virtual settings</b>
<b>Behavioral</b>	How often and for how long learners engage with course materials	<ul style="list-style-type: none"> <li>• Amount of time a student spends on a virtual learning module</li> <li>• Number of logins to a course site</li> <li>• Consistency of interactions with course materials</li> <li>• Assignments completed</li> <li>• Level of participation in online discussion forums</li> </ul>
<b>Cognitive</b>	How learners think about and make connections with what they are learning	<ul style="list-style-type: none"> <li>• Performance on assignments</li> <li>• Interactions with threaded discussions</li> <li>• Quality of interactions with a session</li> <li>• Word usage in online discussion forums</li> </ul>
<b>Emotional</b>	Level of connectedness and caring that learners feel in their learning community	<ul style="list-style-type: none"> <li>• Student satisfaction with the course and instructor</li> <li>• How students communicate and interact with the instructor and peers</li> <li>• The quality and quantity of student involvement</li> <li>• Emotional reaction to course and whether students feel valued</li> </ul>



## Peer Mentoring Program Survey

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<b>My mentor/mentee communicated effectively with me this past academic year.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Peer Mentoring Program was beneficial.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I was able to develop a professional relationship with my mentor/mentee.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall, I was satisfied with my experience as a participant in GCC's Peer Mentoring Program.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Give ONE example of the most valuable aspect of the Peer Mentoring Program.

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2. What could be done to improve the Peer Mentoring Program?

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3. Please provide additional comments that you feel will help us improve this program next year?

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4. Other comments:

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Thank you for volunteering to participate in the Peer Mentoring Program!



## Faculty Mentorship Documentation Form

### Step One: Initiate Contact and Develop a Timeline

- List first meeting date, time, and location:

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### Step Two: Identify Plan & Goals

- Summarize plans and goals:

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### Step Three: Meetings

- Fall Semester: Meeting 1: date, location, time and discussion points

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- Spring Semester: Meeting 2: date, location, time and discussion points

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### Step Four: Identify Evidence & Supporting Resources

- List supporting evidence & resources:

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### Step Five: Complete Documentation Form, sign, and submit to PDIC

- Complete and submit this form to the PDIC Chair.

### Print Name and Sign

Mentor: \_\_\_\_\_

Date:

Mentee: \_\_\_\_\_

Date:

## List of OL Resources on Peer Mentoring

Best Practices in Faculty Mentoring (Cornell University):

<https://facultydevelopment.cornell.edu/mentoring-guidelines/>

Comprehensive Professional Development Plan (GCC):

<https://drive.google.com/file/d/1KBpVZ8aNDDG3mLe7nMoVzzbPmlXjWzgY/view?usp=sharing>

CUNY Faculty Peer Mentoring Program Guide:

<https://spsfaculty.commons.gc.cuny.edu/wp-content/blogs.dir/1145/files/2023/07/Mentoring-Guide-2023.pdf>

Faculty Focus Archives on Mentoring New Faculty:

<https://www.facultyfocus.com/tag/mentoring-new-faculty/>

Faculty Mentoring Best Practices (University of Massachusetts):

[https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1006&context=advance-it-to-ols&gl=1\\*1e0ls0j\\*\\_gcl\\_au\\*MjgxODk3NjAwLjE2OTU0NTM0NjE.\\*\\_ga\\*MjEwMTgzOTAwNC4xNjk1MTEzMzE4\\*\\_ga\\_21RLS0L7EB\\*MTY5NTQ1MzQ2MS4xLjAuMTY5NTQ1MzQ2OS4wLjAuMA..](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1006&context=advance-it-to-ols&gl=1*1e0ls0j*_gcl_au*MjgxODk3NjAwLjE2OTU0NTM0NjE.*_ga*MjEwMTgzOTAwNC4xNjk1MTEzMzE4*_ga_21RLS0L7EB*MTY5NTQ1MzQ2MS4xLjAuMTY5NTQ1MzQ2OS4wLjAuMA..)

Guide to Best Practices in Faculty Mentoring:

<https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf>

How peer mentoring held me up as a junior faculty member—especially amid the pandemic:

<https://www.science.org/content/article/how-peer-mentoring-held-me-junior-faculty-member-especially-amid-pandemic>

Success of Community College Faculty in Mentoring Programs (cost to access):

<https://www.tandfonline.com/doi/full/10.1080/10668926.2022.2064371>

The Most Effective Approaches for Mentoring New Faculty:

<https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=3448&Title=The%20Most%20Effective%20Approaches%20for%20Mentoring%20New%20Faculty>