

# Other Considerations in Working with Mentors

## **Do Not Assume Mentors Know What You Want**

Tell the mentor exactly what you want, especially if the mentor is working with you or the Bepko Learning Center for the first time.

## **Clarify Your Expectations**

Communication is crucial in establishing a successful faculty-mentor relationship. Be prepared to discuss expectations with your mentors at the beginning of the semester. Topics that you cover with mentors may include the following:

- When should the mentor meet with you and how often?
- What should the mentor assist you with during recitation? An example of how some mentors assist their professors is passing out papers during class.
- Use the Instructor and Peer Mentor Agreement to help establish these expectations.

## **Assist with Mastery of Course Content**

Although mentors have performed well in the course previously, they are not experts on course material. It is a good idea to meet with mentors regularly to discuss difficult course concepts or teaching methods you would like them to employ during mentoring sessions.

## **View Yourself as a Role Model for Mentors**

Mentors look to their instructors for guidance on appropriate classroom behaviors. This generally includes observing and mimicking how the instructors work and interact with students.

## **View Mentors as a Liaison between Faculty and Students**

Mentors are in a unique position to aid students in the learning process as they themselves are experienced students who have successfully completed the course. Considering this, mentors are able to provide faculty members with feedback on how well the students are learning the material and the students' perceptions of the recitation.