

Documenting Teaching Experiences for the Professional Development in Teaching Program: Option 2: Completing a Research Mentorship

There are two kinds of activities that count as “teaching experiences” for the Professional Development in Teaching Program: teaching in a course and completing a research mentorship*. The information provided below describes requirements for completing a research mentorship.

Teaching Experience Requirements for Research Mentorship

For a research mentorship to qualify, the mentorship must include at least 40 hours of total time spent actively teaching an undergraduate student in a research project, which the student must then present in a formal setting, like the Undergraduate Research Symposium. This instructional time may not include time spent evaluating student work or preparing for meetings with the student, it may only include contact hours with mentees. Research mentorships may take place over the course of multiple semesters.

Teaching Experience Documentation Requirements for Research Mentorship

There are five required elements necessary to document a research mentorship:

1. **Mentorship description.** This document should be written by the mentor, with input from the mentee, and describe the major research question(s) involved in the project and a (proposed) timeline for the mentorship. This proposal should be forwarded to the CTL with the mentee and mentor’s faculty mentor cc’ed on the email.
2. **Mentorship journal.** The mentor must keep a journal in which they document preparation for meetings with the student, supervision of the mentee’s research activities, and reflection on these meetings. At a minimum, the mentor should make entries into the journal twice a week throughout the mentorship. For more information on developing a mentorship journal, please see the mentorship journal handout.
3. **Written feedback of mentee’s lab notebook OR two progress reports.** The mentor should provide written feedback to the mentee throughout the process of the mentorship. If the mentee will be keeping a lab notebook, the mentor should provide formal, periodic evaluations of this work. If a lab notebook is not applicable to the research context, the mentor should provide feedback on at least two periodic progress reports composed by the mentee, which discuss the current status of the project, any developing results, and unexpected challenges. Mentors should keep copies of this written feedback.
4. **Written feedback of the mentee’s research presentation/poster.** The mentor should also provide formal, written feedback on the mentee’s research presentation/poster. Mentors should keep copies of this written feedback.
5. **Faculty observation.** The mentor should seek out a faculty member in the department or program who is willing to observe the mentor’s active, “in-person” teaching interactions with the mentee at least 2-3 times during the research process. If possible, the faculty member should be present for critical conversations, the formal research presentation, and should take a look at written feedback that the mentor will provide to the mentee. The faculty member should provide the mentor with written feedback on their teaching in this context. The CTL provides a sample evaluation form that may be used or modified for this purpose.
6. **Mentee feedback (Optional).** The CTL strongly recommends that the mentor ask the mentee for feedback on their teaching during the research mentorship experience.

Teaching Experience Documentation Timeline

The following is a suggested timeline for documenting a research mentorship as a teaching experience.

Beginning of the Mentorship: Identify a faculty mentor who will complete the faculty observations, and provide the CTL staff member designated for your department with the required mentorship description.

Mid-Mentorship: Reflect on your mentorship experience so far, and contact the CTL or your faculty observer with questions.

End of the Mentorship: Schedule a meeting with the CTL staff member designated for your department and bring copies of mentorship journal, written evaluations, faculty observations, and, if applicable, mentee feedback to the meeting so that we can sign off on your teaching experience.

* A research mentorship may satisfy one of the three teaching experiences required for completing the Teaching Citation level. It does not satisfy the teaching requirement for PiP. Updated 6/30/21