Online Preparedness Task Force

Faculty Readiness Working Group

Implementation Document #3
Provide Opportunities for Mentorship, Support & Community Building

The task of transitioning courses to an online environment will be time consuming and initially challenging for those who are new to online or remote teaching. Further, each instructor will have individualized needs (e.g., required teaching strategies may vary by discipline, subject matter, class size, teaching style/preferences). We want to ensure that we provide multiple opportunities for support and mentorship, and that we create a sense of community (a "we are in this together and doing the best we can" attitude) among our course and lab instructors. We will do this through the implementation of PD sessions and through the development of the resource hub (as laid out in Implementation documents 1 & 2). Additionally, instructors were given the option of signing up for one-to-one mentoring delivered by volunteer faculty members.

The Table below includes a list of opportunities for mentorship, support & community building. Note that this work is ongoing:

What's Next	Who should be consulted about these items or be present around the table when these are discussed:
Mentoring	
⇒ One-to-one mentoring	FoE, C&DE (see email dated May 28)
⇒ Department and Program Volunteer Leads	Chairs and Coordinators will identify volunteer leads within their Departments or Programs. Leads will be available for mentoring when subject expertise would be helpful (e.g., a lead could help a faculty member in their Department prepare to use equipment or learn software specific to the Department that would help the faculty member transition their courses to a remote format). Large Departments may need to identify more than one lead. Chairs and Coordinators will send the names of the Volunteer Leads they appointed to the TLC Coordinator who will maintain the list for this academic year. The TLC Coordinator can use this list to help connect course instructors to the volunteer leads when the need arises.
⇒ Topic Mentors (i.e., individuals with expertise on a particular pedagogical or	Faculty or Teaching Staff who are willing to offer PD or provide mentoring on a specific topic (e.g., Moodle

technological topic such as Moodle, Teaching large classes, etc.) ⇒ The IT services website and the TLC website will include links to instructional or informational videos organized according to topics. • These could be organized within an Excel spreadsheet or a Word table (e.g., would include a column for each topic, a column with links to high quality videos on the topic, and a column with names of topic mentors who could be contacted on that topic for additional help or to answer follow-up questions). • Information could be included on the Knowledge pages created by IT Services (TeamDynamix) as well as the resource hub through the TLC website.	Quizzing) will inform the TLC Coordinator. The TLC Coordinator will maintain a list of topic mentors (i.e., the list will be organized by topic). Coordination between the TLC Website and IT Services website will ensure that the list of topic videos (instructional and informational videos) will be easy for course instructors to find on either site. The TLC Coordinator and the Academic Technologist can help to ensure coordination between these sites. The summary document of resources (list of topic videos and mentors who could be consulted for further assistance on a topic) could be created in collaboration between TLC, FDC, C&DE, FoE, and IT services.
⇒ Develop Communities of Practice (CoP) so that instructors may work together to resolve particular 'pain points' (e.g., labs, studio courses, experiential learning). ⇒ Develop an opportunity to have a 'Course Transitioning Group' designed in a similar way to the research writing groups (e.g., common time to meet to work on our online course development; spend time at the end of the session discussing what worked, and existing sticking points) ⇒ Create teaching triangles or squares where individuals are connected in 3s or 4s with the intent of reviewing one another's course outlines, classes (could even attend a class), and providing feedback to one another. ⇒ Create opportunities to connect within Departments through 'Coffee Hours' to	CoP's, the Course Transitioning Group, and teaching triangles and squares can be coordinated through the TLC, and Maple League Virtual TLC. Coffee Hours for Departments can be coordinated by the Volunteer Leads (identified above). Open Virtual Office Hours can be coordinated by the Academic Technologist, and by C&DE and the identified mentors (one-to-one mentors and topic mentors).

allow for informal sharing of resources and to distribute work when it can be shared (e.g., sharing resources that are common to multi-section courses such as BSAD 101). ⇒ Open Virtual Office Drop in Sessions where mentors could be available for an hour each week to address questions. Course instructors could practice using the available tools (e.g., practice role of moderator within Collaborate).	
⇒ Opportunities for informal chats about teaching through TLC offerings o Coffee breaks o Kitchen parties	TLC Coordinator
⇒ Human Resources Programs (e.g., Employee & Family Assistance Program)	Human Resources
⇒ Health and Counselling Center Initiatives (e.g., mindfulness meditation)	Health and Counselling
⇒ Initiatives of StFX Recreation (e.g. Recreation sessions for course instructors)	Recreation