**Mentor Network** – Mentoring networks are proven means of enhancing relationships, encouraging innovation and best practices, and facilitating sharing of expertise. A POGIL mentoring network will provide these benefits while keeping people involved in POGIL teaching and The POGIL Project.

The goal of the POGIL mentoring network is the creation of an ongoing system to connect new practitioners with experienced practitioners. A mentoring coordinator on the regional network team will solicit experienced volunteer practitioners to pair with new practitioners who have indicated an interest in being mentored. The mentors and mentees will commit to regular contact.

**Rationale for a Mentoring Network**: To be successful as a POGIL practitioner, it is helpful to have support and encouragement from other practitioners. Many POGIL instructors lack a fellow practitioner at their institution. A mentoring network can help practitioners successfully implement POGIL teaching by providing new practitioners with role models and guidance, while invigorating veteran practitioners by enhancing their skills.

Benefits of mentoring network for mentees:

* Advice - mentor receives advice on best practices, writing POGIL activities, facilitation, problem solving
* Networking - mentor can be put in touch with other POGIL practitioners
* Information - mentor is provided with POGIL information and resources
* Strategies - mentor expands teaching strategies
* Encouragement
* Increased competence and self confidence

Benefits of mentoring network for mentors:

* Sharing of ideas
* Consolidation of knowledge and skills
* Re-energizes mentor’s pedagogy
* Report efforts in promotion and tenure materials.
* Opportunity to reflect on own practice leading to continuous improvement

Benefits of mentoring network for The POGIL Project:

* Expansion of POGIL practice
* Quality control of POGIL practice
* Expands the knowledge base of POGIL practitioners

Mentoring implementation and assessment

Attributes of mentoring pairs:

· Ideally, mentoring pairs should be geographically close enough to permit a possible campus visit if desired.

· Mentoring pairs should teach at a similar level: middle school, high school, community college, undergraduate, graduate.

· Mentoring pairs need not be in the same discipline unless that’s mandated by the nature of the project. However it might be helpful if they are in a related discipline e.g., biology and chemistry.

· Mentoring pairs should be free to work on a project of mutual interest in a structure that works best for them as long as they maintain regular (though not necessarily frequent) contact.

Logistical guidelines

· Each region will designate a coordinator or coordination team whose job it is to solicit mentees through a general survey. They will select a mentor for each mentee from a pre-vetted list of possible mentors.

· The coordination team should check in with (not check up on) mentoring pairs at half-year and full- year. The purpose of the check in is to determine if the pair has any needs to be addressed by the coordinating team and to receive a report of the mentoring project at the end of the year.

· Mentoring pairs should check in with one another once a month or on a mutually agreed upon regular schedule.

· Typically the mentoring pair will work together over the course of an academic year, though it would be fine for them to extend their work beyond one year.

· Project report after a year

Request for a mentor:

1. Potential mentee should identify the area they wish to work on: writing, facilitating, evaluating, evangelizing.

2. Potential mentee should state, in a few sentences, the problem they wish to address and how a mentor from The POGIL Project can help with their problem.

Requirements to be a mentor:

1. Experienced POGIL practitioner
2. Has attended a POGIL workshop or meeting
3. Has a desire and ability to help others
4. Understands POGIL pedagogy
5. Has good communication skills
6. Has compatible personality with mentee

One-year report prompts:

1. What were your goals in this project? What did you hope to learn or achieve?

2. If those goals changed in any way as the project progressed, how so and why?

3. What did you do to reach those goals?

4. What problems did you encounter? How did you resolve them?

5. What assessment do you make of your activities in the Mentoring Program?

6. What will you do to carry on next year what you've learned and achieved?

**References**

# Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Career Advancement, Beronda L. Montgomery.

<http://journals.sagepub.com/eprint/izCuY6fGpyIi7B5JREqZ/full>

This article is geared mainly to people wishing to advance in their career. We’re more narrowly focused on enhancing a specific skill related to facilitation in the class, writing activities or establishing buy-in from colleagues.

2. Top 10 Benefits of Mentoring, Miranda Morley  
<http://smallbusiness.chron.com/top-10-benefits-mentoring-25779.html>

This articles is focused on business mentoring relationships, but contains ideas that may overlap with our vision of mentoring.

3. Ch. 11 in “Improving College Teaching” by Peter Seldin: “How mentoring programs improve teaching” by Mary Deane Sorcinelli.

This chapter lists seven lessons learned from the author’s research on mentoring programs including the benefits of having mentoring pairs “unmatched” (by discipline, age, gender, etc.) and the importance of allowing mentoring pairs to be flexible with each pair choosing their own structure.