TEDU Faculty in Training Program
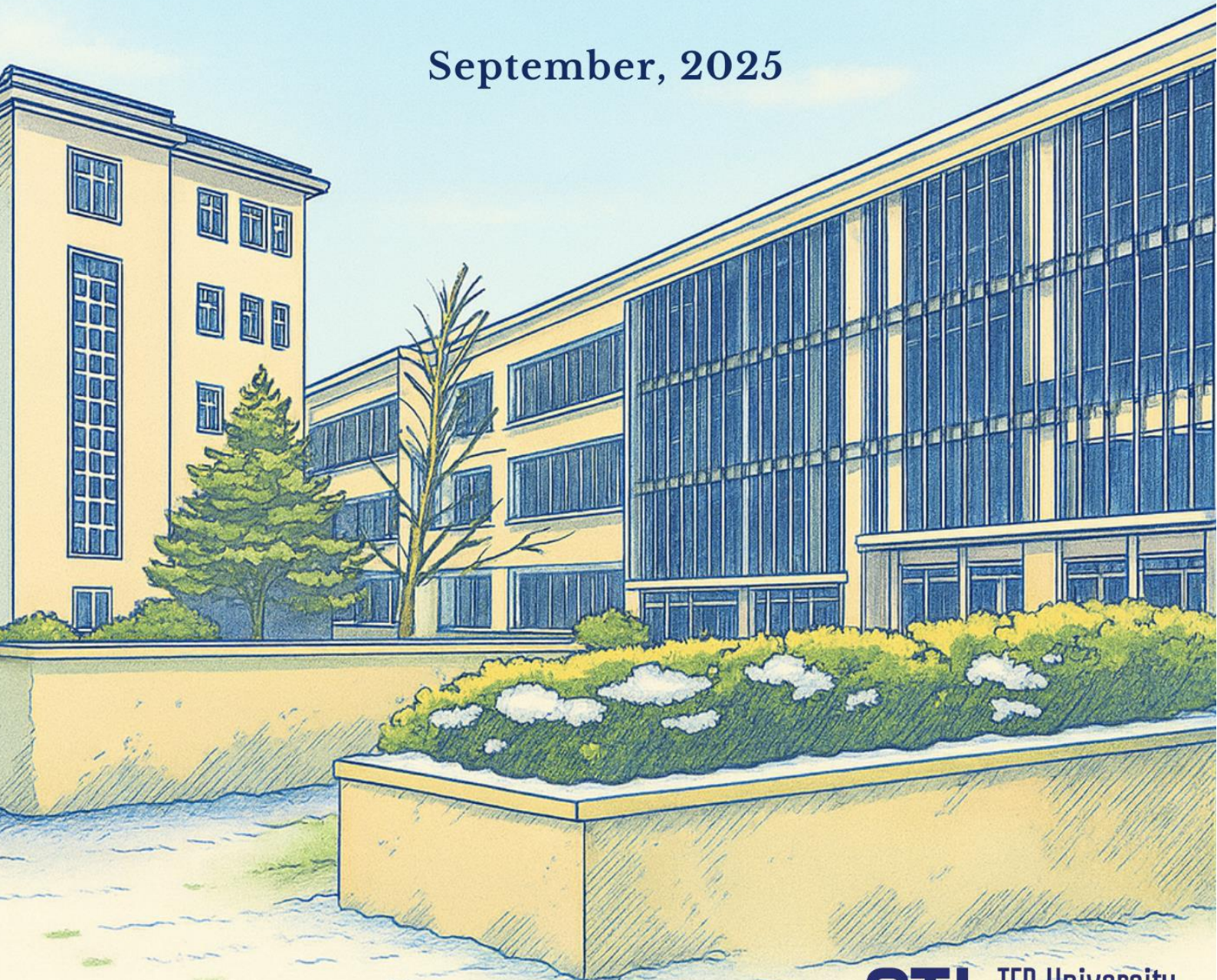
TEDU FIT GUIDEBOOK

Center for Teaching and Learning (CTL)

September, 2025

CTL TED University Center for Teaching and Learning

About TEDU Faculty in Training (FIT) Guidebook

Welcome to the TED University Faculty in Training (FIT) Program!

This guidebook is designed to provide comprehensive support to early-career faculty members as they begin their teaching journey at TEDU. Faculty in Training Guidebook provides clear guidance on the program's structure, mentorship process, training modules and course observation practices. We hope it helps you feel encouraged as you navigate the program, actively engage with your mentors and peers, and make the most of the opportunities to integrate into the academic community.

Best Regards,
Center for Teaching and Learning

Table of Contents

1. TEDU Faculty in Training Program – TEDU FIT

TED University Faculty in Training Program – TEDU FIT aims to support the professional development and institutional integration of early-career faculty members. By facilitating knowledge-sharing, academic guidance and social engagement, the program enables faculty members to adapt more effectively to the university environment. At the same time, the program provides experienced faculty members - serving as mentors - an opportunity for professional renewal, intergenerational collaboration and the sharing of institutional culture and values.

TEDU FIT is designed to support early-career faculty members as they begin their academic journey and this guidebook outlines the structure and outline of the program. It also presents detailed information on how mentorship will be provided within the scope of the program.

2. Structure & Time Schedule

TEDU FIT is open for early-career faculty members who have started teaching since 2022. The program consists of five modules, each delivered in the form of roundtable sessions shaped by the insights, suggestions, and experiences of both experienced and early-career faculty members, and three interventions. The program will be held every other Friday from 13:30 to 16:00 at Multi-purpose Hall, A112 Meeting Room and Ahmet Ersan Meeting Room. Participants must attend at least 80% of all sessions. The interventions will be followed through the program. For detailed information, please see the table and explanations below.

TEDU FIT has five modules as follow:

- **Module I: Teaching & Learning**
- **Module II: Technology**
- **Module III: Research**
- **Module IV: TEDU Units**
- **Module V: TEDU Strategy & Quality**

TEDU FIT has three interventions:

1. **Mentorship Program**
2. **Mid-Semester Course Evaluation**
3. **Peer Observation and Evaluation**

The tentative program for 2025-2026 Academic Year is as follows:

TEDU FIT (Faculty in Training) Program

September 10, 2025	**Program Opening**	**14.30-16.00**	**Opening Speech** - *Prof. Dr. İhsan Sabuncuoğlu, Rector* **Education at TEDU** - *Prof. Dr. Oya Güneri, Vice Rector* **Introduction to TEDU FIT Program** • Program purpose and content • FIT Mentorship Application • Mid-semester Course Evaluation • Peer Observation - *Assoc. Prof. Dr. Gökçen Aydın Dalarslan, CTL Coordinator*
September 11, 2025	**Module I: Teaching & Learning**	**10.00-12.00**	**Effective Communication** - *Assist. Prof. Dr. Pınar Çağ, Başkent University*
		13.30-16.00	**Effective Teaching** - *Assoc. Prof. Dr. Nur Akkuş Çakır, METU Faculty of Education*
September 12, 2025	**Module II: Technology**	**10.00-12.00**	**Information Technologies and Coursera** - *Umut Rodoplu, IT Manager*
		13.30-16.00	**LMS** - *Dr. Sercan Çelik, ELS*
September 19, 2025	**Module I: Teaching & Learning**	**09.30-12.00**	**Measurement and Evaluation** - *Prof. Dr. Yeşim Çapa Aydın, METU Faculty of Education*
October 3, 2025	**Module I: Teaching & Learning**	**13.30-16.00**	**Use of Technology in Education** - *Prof. Dr. Kürşat Çağıltay, Dean of Faculty of Education*
October 17, 2025	**Module III: Research**	**13.30-14.30**	**Research at TEDU** Academic promotion and appointment criteria Academic performance and evaluation processes - *Prof. Dr. Levend Parnas, Vice Rector*
		15.00-16.00	**National and International Projects** - *Sinan Pekşen, ATİD*

October 31, 2025	Module I: Teaching & Learning	13.30-14.30	**Leadership** - *Prof. Dr. Levent Akdeniz, Dean of Faculty of Economics and Administrative Sciences*
		15.00-16.00	**Academic Leadership** - *Assoc. Prof. Dr. Merve Zayim Kurtay, METU Faculty of Education*
November 14, 2025	Module V: TEDU Strategy &Quality	13.30-14.30	**Quality, Strategy and Community Engagement** - *Prof. Dr. Gülser Köksal, Advisor to the Rector* - *Ceren Büşra Ertong, Office of Institutional Development*
	Module IV: TEDU Units	15.00-16.00	**Student Affairs** - *Ayşegül Şenol*
November 28, 2025	Module IV: TEDU Units	13.30-14.30	**Human Resources** - *Berna Şeran*
		15.00-16.00	**Library** - *Merve Eryılmaz*
December 12, 2025	Module IV: TEDU Units	13.30-16.00	**Office of Documentation and Registry** - *Çiğdem Atakan*
December 26, 2025	Module IV: TEDU Units	13.30-14.20	**Student Development and Psychological Counseling Center** - *Sıla Deniz Beyarslan*
		14.20-15.10	**Center for Gender Studies** - *Assoc. Prof. Dr. Selin Akyüz*
		15.10-16.00	**Career Center** - *Aslı Bal*
January 15, 2026	Closing	13.30-16.00	**Cocktail** **Closing and Evaluation**

INTERVENTIONS

3. Mentorship Program

3.1. Program Structure

The mentorship program is a semi-structured, yet flexible initiative designed to support early-career faculty members by pairing them with volunteer professors from TED University or external institutions. Mentors are professors who have considerable teaching and institutional experience and who voluntarily take on this role.

One-on-one mentoring with a senior faculty member is a traditional model in which early-career faculty are paired with a mentor often selected based on overlapping research interests. This approach is straightforward to implement and provides mentees access to seasoned perspectives, including institutional knowledge and insights into tenure and promotion processes, which are expressed needs of early-career faculty as they navigate academia.

Each mentor–mentee pair is expected to meet approximately 4 to 6 times over the course of the academic semester. Sessions should last approximately 1 hour. Mentors are encouraged to initiate the first meeting and schedule it at a time that is convenient for both parties.

During the first meeting, mentees are invited to share their professional development needs and expectations. Together, they may identify priority topics and draft an agenda for the following sessions. A sample for the discussion topic is shared in Appendix B. Meetings may be held weekly or biweekly, depending on availability and preference.

Upon completing the mentoring process, both parties are requested to complete a Mentorship Evaluation Form (Appendix C) and submit it to the Center for Teaching and Learning (CTL).

3.2. Benefits of Mentoring

Mentoring in academia often operates in subtle ways. Although it may not always be formally recognized, it plays a vital role in helping individuals adapt, develop, and contribute meaningfully to their institutions (Pommerening, 2021). At TED University, mentoring goes beyond the exchange of knowledge; it is grounded in mutual trust, professional experience, and a commitment to personal and academic development.

3.2.1. For Mentees: You're Not Alone

Starting a new academic position, even with prior experience and expertise, can be both exciting and disorienting. The formal responsibilities, such as teaching, research, and committee work, are often accompanied by an informal institutional culture that is not immediately visible. Understanding how things operate, who to consult in moments of uncertainty, and what to expect in day-to-day academic life takes time. Mentoring serves as a bridge during this transitional period, offering guidance and support to help early career faculty members better understand both visible and invisible aspects of university life.

Academic research shows that effective faculty mentoring leads to improved satisfaction and career progression, while reducing isolation and enhancing teaching and research productivity (National Center for Faculty Development & Diversity, 2021). Well-structured mentoring programs support the mentee's integration into institutional culture, improve their professional network, and foster a sense of belonging, especially for early-career faculty members (Fogg, 2003; University of Arizona College of Medicine, 2020; NCFDD, 2021).

3.2.2. For Mentors: Renew by Sharing

While mentoring is often framed in terms of benefits to mentees, faculty mentors themselves also experience significant professional and personal rewards. Many mentors report a sense of personal satisfaction and fulfilment through their roles in supporting early career faculty members (Johnson-Bailey & Cervero, 2004). Exposure to fresh perspectives, new ideas, and evolving disciplinary trends often brought in by mentees further enriches the mentor's intellectual experience and promotes learning (Johnson-Bailey & Cervero, 2004; Murray, 2001; Zellers et al., 2008).
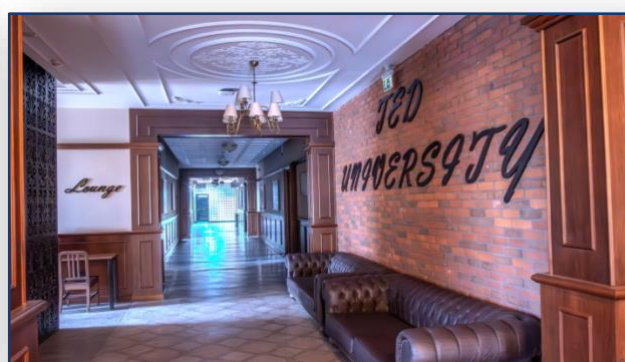
3.2.3. What COACHE data reveals about mentoring?

Mentoring is a critical element of faculty success, but despite its widespread value, data from the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard reveal persistent gaps that attention. Between 2011 and 2024, COACHE conducted survey approximately 166,000 faculty members at over 300 universities. The results show that while most of the faculty members value and benefit from mentoring, certain groups report significant challenges that can directly impact their careers and well-being.

Figure 1. Importance vs Effectiveness of Mentoring

a. Departmental Mentoring

The report revealed that 87% of faculty consider departmental mentoring important, but only 70% find it effective. Pre-tenured faculty, who are at the most critical stage of their careers, have the highest percentage of respondents who find mentorship to be important (92.3%), but are most likely to find department and institutional mentorship ineffective (20.1%).

b. External Mentoring

Faculty are more likely to find mentoring outside their institution effective (74%) compared to mentoring within their own department. This reliance on external networks highlights gaps in internal support systems, particularly for early career faculty members. In addition, it highlights the potential benefits of external mentoring, which can provide critical knowledge, community, and support that internal mentoring may lack, especially for faculty in narrow disciplines who may have few peers within their university.

3.3. Phases of the Mentorship Process

The mentorship process at TED University is designed to balance structure with flexibility, ensuring engagement while respecting the dynamics of each mentor–mentee relationship. The process takes place in four related stages that build on each other.

3.3.1. Orientation and Matching

The program begins with an orientation session organized for early-career academics (mentees). This session introduces the purpose, structure, and expectations of the mentoring program, while also providing an opportunity to clarify roles, discuss confidentiality, and highlight core mentoring principles rooted in mutual respect and professional growth.

Following the orientation, mentees are invited to complete the Mentoring Program Request Form (APPENDIX A) shared by the Center for Teaching and Learning (CTL). Through this form, mentees can either indicate a preference for selecting their own mentor or choose to be matched by CTL based on specific criteria such as academic program, department, faculty, or interdisciplinary interest. By embracing flexibility, this approach allows each mentee to build mentoring connections that align with their unique academic goals and personal journey.

3.3.2. Initial Meeting

The initial meeting provides strong and collaborative mentoring relationship. This early conversation lays the groundwork for a respectful and purposeful partnership, ensuring both participants are aligned from the outset. It is recommended that this meeting take place within the first three weeks following the opening session.

During this meeting, mentors and mentees are encouraged to:

- Clarify mutual expectations, roles, and boundaries
- Agree on a regular meeting schedule (biweekly meetings are suggested)
- Discuss the mentee's professional goals, development needs, and any immediate concerns
- Generate a list of discussion topics, prioritizing those most urgent or relevant
- Decide on preferred methods of communication and set expectations for responsiveness

3.3.3. Ongoing Mentoring Meetings

This is the core of the mentorship process, typically involving 4 to 6 follow-up meetings over the course of the semester. These sessions are intended to be flexible while being guided by the mentor's expertise and institutional knowledge.

Subsequent meetings provide opportunities to build upon the initial foundation and engage in more goal-oriented conversations. It is recommended that these meetings continue on a biweekly basis or according to a mutually agreed schedule.

- ✓ **Meetings 2–5 may include:**

  - Following the plan based on the initial list of discussion topics

  - Conducting classroom observations, when mutually agreed

  - Reflecting on teaching practices, research progress, and academic responsibilities

- ✓ **Meeting 6 (final meeting) may focus on:**

  - Reviewing the mentee's progress in relation to the program's intended outcomes

  - Discussing overall experiences and lessons learned

  - Planning a follow-up meeting or continued mentoring relationship, if desired

3.4 Suggested Topics for Mentorship Meetings

The following list outlines potential discussion topics for use throughout the mentorship process. Importantly, mentoring pairs are encouraged to adapt their discussions according to the mentee's individual needs and the institutional context of TED University.

1. **Institutional Orientation**

   - TEDU's vision, mission, and core values

   - Academic culture and institutional expectations

   - University committees, administrative roles, and responsibilities

   - Rules, procedures, and internal workflows

   - Policies on academic integrity, plagiarism, and classroom management

   - Navigating administrative support (who to contact, for what)

2. **Strategies for Teaching, Advising, and Scholarly Development**

- Teaching philosophy, curriculum design, assessment methods and student engagement

- Student profiles and needs

- Academic advising and career counseling for students

- Working with research assistants

- Research center and funding opportunities

- Scientific events and conferences

3. **Well-being and Campus Life**

- Campus resources, cultural and social programs

- Work–life balance and self-care in academia

- Psychological support and mental health services

Final Meeting and Evaluation

The final meeting formally concludes the mentorship relationship, though participants may choose to continue informally beyond the program. This session is an opportunity to:

- Reflect on progress made toward initial goals
- Discuss the most valuable and/or challenging aspects of the process
- Offer feedback and express appreciation
- If both parties wish, agree on a follow-up plan for occasional check-in or continued informal support
- Complete the TEDU FIT Program Mentorship Evaluation Form, which gathers suggestions to improve future versions of FIT Program

This TEDU FIT Program Mentorship Evaluation Form (APPENDIX C) includes:

- Overall satisfaction with the mentorship process

- Perceived impact on professional development

- Suggestions for future improvements to the program

The collected feedback is analyzed to evaluate the effectiveness of the program and guide continuous improvement efforts.

3.5. Roles and Responsibilities

Effective mentorship relies on shared commitment and clear communication. This section summarizes the core responsibilities of mentors and mentees, highlighting the expectations that shape their collaboration.

3.5.1. Role of the Mentor

The mentor plays an important role as a guide, advisor, and role model. Mentors use their knowledge of the institution and their professional experience to guide early-career faculty members through academic life at TED University.

Their responsibilities include:

- Complete at least four meetings
- Guide early-career faculty members in their professional development
- Share knowledge and experience
- Maintain confidentiality
- Ensure ongoing communication
- Complete TEDU FIT Program Evaluation Form

1.5.2 Role of the Mentee

Mentee is the main beneficiary of mentoring, but also actively responsible for their own growth. Effective mentees are reflective, open to feedback, and proactive. Mentees are encouraged to take ownership of their development and view the mentorship as a collaborative learning opportunity rather than a passive support mechanism.

Their key responsibilities include:

- Complete at least four meetings
- Maintain ongoing communication
- Uphold confidentiality
- Complete TEDU FIT Program Evaluation Form

4. Mid-Semester Course Evaluation

The classroom observation is a professional development practice designed to support our instructors in enhancing their teaching practices. It is conducted in an atmosphere of trust and confidentiality so it provides evidence-based feedback. The observation process consists of the following stages:

- **Pre-Observation Meeting**

In this meeting, the Center for Teaching and Learning (CTL) specialist and the instructor come together to discuss the course content, objectives, learning outcomes, student profiles, seating arrangement, the classroom activities the instructor plans to improve, and the role of the observer.

- **Classroom Observation**

On the scheduled day and time, the CTL specialist attends the class to observe. During the session, notes are taken on aspects such as classroom activities, student behaviors, student-instructor interaction, and the teaching methods employed.

Click here to access the [Observation Form](#) used during classroom observations.

- **Post-Observation Meeting**

Within three days following the observation, the CTL specialist and the instructor meet to review key aspects of the class. Based on the data collected during the observation and the instructor's own reflections, both the strengths of the class and areas for improvement are discussed.

- **Observation Report (Optional):**

If requested by the instructor, a written report of the classroom observation is shared. This report includes the notes taken during the sessions as well as the specialist's evaluation of what went well in the class and opportunities for further development."

Classroom observations can be requested by completing the form available [here](#). The Observation Request Form must be submitted at least two weeks before your preferred observation date.

5. Peer Observation and Course Evaluation

This intervention creates an opportunity for TEDU FIT participants to observe each other's course and share feedback with each other. This voluntary intervention can be conducted any time during the semester based on both faculty members' schedule and course program. Both pairs should observe one course during the program.

Thank you for joining us on this journey.

Wishing you a successful semester ahead, filled with growth and valuable connections.

Center for Teaching and Learning (CTL)

APPENDIX A.

TEDU Faculty in Training (FIT)

MENTORSHIP APPLICATION REQUEST FORM

A. Mentor Preference

Please rank your preferences for the mentor's field by numbering them from 1 (highest priority) to 4 (lowest priority):

[   ] From my own field/program
[   ] From my own department
[   ] From another department within my faculty
[   ] From other faculties
[   ] From a university outside TED University

B. Specific Mentor Request

If there is a particular professor you would like to have as your mentor, please write their full name and e-mail address below. (If the professor is from another institution, please indicate name of the university.)

C. Personal Information

Full Name: _____

Phone Number: _____

E-mail Address: _____

Department: _____

Program: _____

APPENDIX B

TEDU MENTORSHIP PROGRAM DISCUSSION TOPICS

Dear Participant,

This list has been prepared to provide you with an idea of possible topics that may be covered during the meetings of the TEDU Mentorship Program. In your first meeting with your faculty mentor, you may go through this list together, add any additional topics you consider important, and establish a priority order for the issues you wish to discuss during the meetings.

Institutional Orientation	TEDU's vision, mission and core values
	Academic culture and institutional expectations
	University committees, administrative roles and responsibilities
	Rules, procedures and internal workflows
	Policies on academic integrity, plagiarism and classroom management
	Navigating administrative support (who to contact, for what)
Strategies for Teaching, Advising, and Scholarly Development	Teaching philosophy, curriculum design, assessment methods and student engagement
	Student profiles and needs
	Academic advising
	Working with teaching and research assistants
	Research Center and funding opportunities
	Scientific events and conferences
Well-being and Campus Life	Campus resources, cultural and social programs
	Work–life balance and self-care in academia
	Psychological support and mental health services

APPENDIX C.

<div align="center">

Mentorship Program Evaluation Form
(For Mentor Professor)

</div>

Dear Mentor Professor,

This form has been prepared to evaluate the TEDU in Training Program conducted with your valuable contributions and participation. Please write your opinions about the program in the space provided below for each question. We sincerely thank you in advance for the time you will dedicate to completing this form and your valuable feedback.

☐ Please indicate the aspects of the program that you consider positive and beneficial for early-career faculty members.

☐ Please describe the aspects of the program that you were not satisfied with or found less favorable.

☐ Please provide your suggestions for the improvement of this program.

☐ Please indicate what benefits you think this program provides for professors.

Mentorship Program Evaluation Form
(For Mentee Early Career Faculty Member)

Dear Faculty Member,

This form has been prepared for the purpose of evaluating the TEDU Faculty in Training Program. Please write your opinions regarding the program in the space provided under each question below. We sincerely thank you in advance for the time you dedicate to completing this form and for sharing your valuable feedback.

- ☐ Please indicate the aspects of the program that you consider beneficial and that you believe have contributed to early career faculty members.

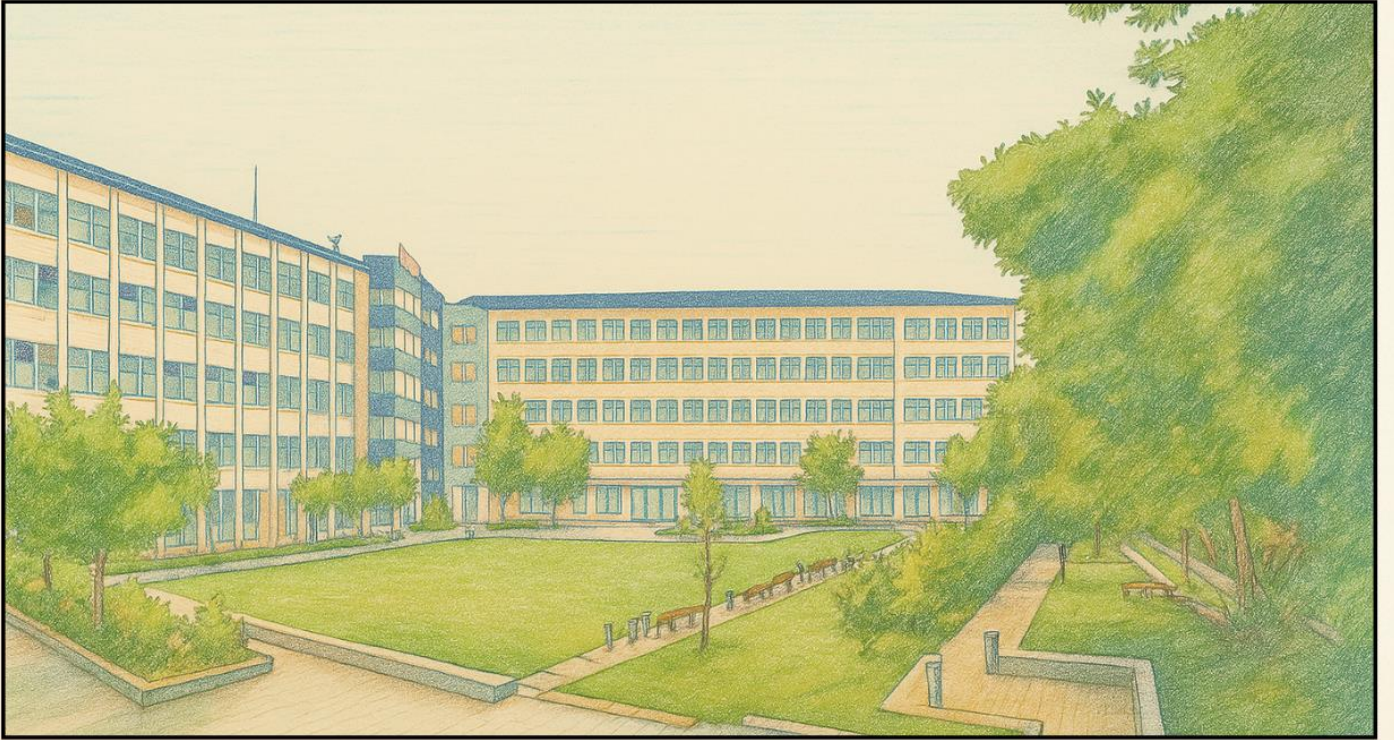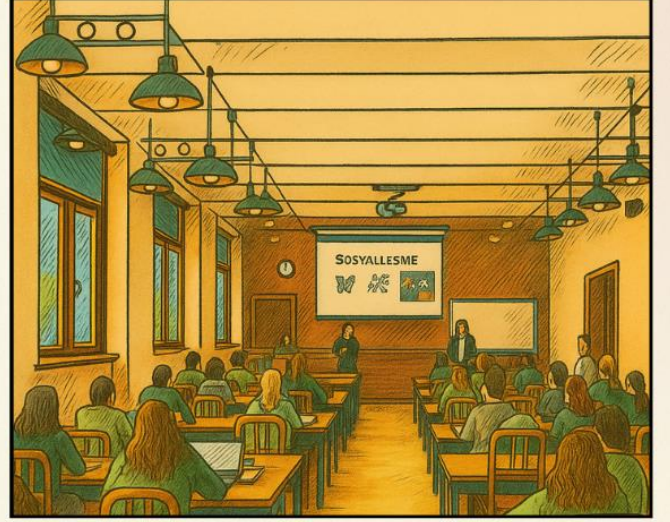- ☐ Please describe the aspects of the program that you were not satisfied with or found unsatisfactory.

- ☐ Please explain your suggestions for the improvement of this program.

- ☐ Please specify the benefits that you believe this program offers to professors.

APPENDIX D.

Mentorship Roles & Responsibilities Checklist

Responsibilities	Mentor	Mentee	Both
Participate in orientation session			✓
Attend and actively engage in scheduled meetings			✓
Establish and follow a meeting plan			✓
Offer guidance on teaching, research, and service	✓		
Identify and share professional development needs		✓	
Maintain confidentiality at all times			✓
Provide constructive feedback and engage in reflection			✓
Respect each other's time and commitments			✓
Communicate respectfully and professionally			✓
Offer institutional insights and connect to university resources	✓		
Ask questions, take notes, and follow up on action items		✓	
Complete the final program evaluation			✓