

Tandem Partner Program

- student mentoring program for the integration of the first-year year PhD students

1. Program objectives

- Supporting first-year PhD students (mentees) in:
 - education matters
 - administrative matters
 - adaptation and integration to the new environment
 - everyday university life.
- Providing second, third, and fourth year PhD students (mentors) a platform to:
 - organize and share the experiences accumulated during the freshman year (thus, contributing to a better understanding of the Hungarian higher education system and structure of ELTE)
 - gain educational and mentoring experience
 - develop the competences in the various teaching activities, and finally,
 - acquire compulsory teaching credits.

2. Framework for implementation

- In the 2017-2018 academic year the program will be available only to international PhD students; from 2018-2019 academic year the program will be available to both international and Hungarian PhD students;
- The regulatory documents required for the implementation of the program are designed during the first pilot year; DOK coordinator and the doctoral students participating in the program are responsible for the summative review of the documents at the end of the academic year;
- In the 2017-2018 academic year on an individual basis, and from the 2018-2019 academic year via DOK, one-day preparatory training will be provided for mentors;
- A member of the Doctoral School will undertake the coordination of the program and appoint an additional mentor coordinator if necessary.

3. Mentor expectations:

1. A mentor, based on the experience of the freshman year, is expected to
- Knowledge
 - be well-informed about academic and administrative matters related to the doctoral program
 - know the documents related to the doctoral program (e.g., credit application form, curriculum and modules, etc.)
 - know the main sources of information within the institution (both people and documents)
 - know the necessary organizational units
 - Abilities
 - be able to assess the limits of his/her competence to avoid misinformation and direct a mentee to a relevant person or department

- be able to work in pairs and teams
- be able to address a mentee to an appropriate source of information in case of uncertainty
- Attitudes
 - take on mentor's duties and reach mentee's expectations
 - meet the requirements of the mentoring program; develop together with the growth of the mentoring program

4. Assessment process

- Mentoring Meeting Report (see Appendix 1)
 - continuous use of MMR;
 - report must be signed by mentee, mentor, and mentor supervisor at the end of semester;
 - report must be submitted to the mentor supervisor.
- Reflective diary (RD) (to be introduced from the 2018-2019 academic year)
 - continuous use of RD by mentor;
 - diary must be signed by mentor at the end of semester;
 - signed diary must be submitted to the mentor supervisor; from the 2018-2019 academic year, together with MMR, RD will be used to calculate credits in Credit Application Form.

5. Evaluation criteria

- Contents
 - Mentoring Meeting Report elaboration
 - discussed topics
 - achieved goals, solved problems
 - Reflective Diary (to be introduced from the 2018-2019 academic year)
 - continuous improvement, traceability of developed competences
 - designing development areas based on acquired goals
- Formal requirements
 - MMR: reporting on minimum 10 meeting occasions (in-person and/or online) within one semester
 - RD: minimum one-page diary on mentor's individual development within the program (starting from 2018-2019 academic year)
 - maximum 4 credits can be awarded for mentoring per one semester (1ECTS=30 hours)

6. Mentoring support system

- Opportunity to consult individually with the mentor coordinator appointed by DOK
- Group coordination online with the support of the mentor coordinator appointed by DOK (e.g., Facebook group)

- An overview of the submitted MMRs by the coordinator and drafting the proposals for the program development for the following semester
- An online satisfaction survey at the end of each semester to learn mentees' experiences to prepare proposals for the further development of the program.