

There are times when an initial mentor visit needs to be conducted in a virtual manner—in particular, if a location is experiencing challenges that could compromise the safety or health of a volunteer. In such cases, schools and mentors will work together with counsel from their AACSB staff liaison to determine whether it is best for the school and volunteers to postpone the visit to another time when a team could be deployed, or proceed with conducting the visit virtually.

Ideally, an initial mentor visit occurs within the first year of assign4 (rst)]0]TJ 0 8 -0.TaI292Tc 0 T[-0.001 T

- Ensure that every participant has an opportunity to contribute to the discussion.
- Discuss with your mentor in advance of the visit which materials should be available in a digital format, such as available assessment data, syllabi, faculty handbooks, policies, etc., and other supporting documentation. Share the instructions for accessing with the mentor in advance of the virtual visit.
- Connections to any internal databases, intranet, etc., that may be shared with the team should be cleared and tested in advance.
- Arrange for a virtual tour of the school's facilities. This can be pre-recorded and shared with the team prior to the visit.

School leadership, school accreditation coordinators, and the mentor should share the phone numbers where they can be reached during the visit.

Virtual Visit Best Practices

- Have participants introduce themselves at the beginning of each meeting.
- Build in 10-to-15-minute breaks between consecutive meetings.
- Consider modifying the schedule to minimize long days in front of the computer. For example, consider spreading the visit over a longer period of time.
- Consider having a hand-held camera that will more closely capture facial expressions, body language, etc, to enhance the experience.
- Consider a collaborative document application (e.g., SharePoint, Google Docs, etc) that allows meeting participants to view document edits in real time for reviews of iSER and progress report drafts.
- Assign a lead person for each meeting. This can be helpful in assisting with introductions and directing questions, particularly with large groups.
- To support faculty or staff who may not be as familiar with the virtual meeting platform, designate office hours for them to direct questions to the appropriate expert.
- To ensure a smooth virtual meeting experience, consider using a wired connection and keep the number of other programs running to a minimum.
- Test the technology with external stakeholders participating in meetings (e.g., advisory board members, alumni, etc.) and conduct training on the platform as needed.
- If the mentor is addressing a large group of faculty and/or students, a good meeting guideline is to keep participants on mute and submit questions through the