Learning Day Agenda

Faculty Mentoring Faculty Program

Icebreaker (Name/Position/If you were immortal, what age would you choose to stop aging at and why? )

General Overview of the Program (See Page 2 for details)

Video ( [https://www.youtube.com/watch?v=PW3BT7I-2J0&feature=youtu.be](https://www.youtube.com/watch?v=PW3BT7I-2J0&feature=youtu.be" \t "_blank) )

Step-by-step for Coordinators (See Page 3 for details)

General Overview of the Program

* Brief origin story
* Intended participants
  + Faculty wishing to improve skills in the face-to-face teaching format
  + Mentors should be full- or part-time faculty members with years of experience and best practices to share.
  + Mentees should be full- or part-time faculty members who want to improve their practice.
  + The program is \*not\* intended for a faculty member to learn how to teach a particular course for the first time
* The academic dean and/or the program coordinator pair the mentors and mentees together based on years of experience and skills to share/gain.
* Overview of major steps
  + Meet and set goals
  + Mentor observes mentee
  + Meet and discuss
  + Mentee observes mentor
  + Meet and discuss
  + Mentor observes mentee again
  + Meet and discuss
* Confidential
* Worth 10 PD hours each to the mentor and mentee, repeatable for credit
* Participant Quote: “With the faculty mentoring faculty program, I was made aware of some of the most important aspects of the professional development curriculum. With observation and feedback, I was given specific advice to uplift my teaching style. The 10 professional development hours helped me earn associate professor status. I highly recommend the faculty mentoring faculty program to all my colleagues.”

Step-by-Step for Coordinators

NOTE: It is recommended you “pilot” the program with a small number of participants the first semester before “launching” the program for the entire division in a subsequent semester.

NOTE: Prior to running the program for the first time, you must edit the [Coordinator] Mentee Volunteer Form and the [Coordinator] Mentor Volunteer Form to include the specific courses offered by your academic division.

* Contact Dori Haggerty (Center for Teaching and Learning Innovation) to set up the program such that the participants receive professional development credit.
* Upload program files to a website the program coordinator can access/make changes to.
* Announce the program to potential participants (See sample email, Page 4).
* Send each interested participant either the Mentee Volunteer Form or the Mentor Volunteer Form as appropriate. Request it be completed and returned by a specified date early in the semester.
* Pair the mentors and mentees together based on the teaching experience and schedule availability detailed in the volunteer forms.
* Send the mentors a “let’s begin” email (See sample email, Page 5) and send the mentees a “let’s begin” email (See sample email, Page 6) at the same time.
* Periodically “check in” on the participants to see if they need any guidance.
* Near the end of the semester, send the participants a deadline by which they must submit the [Mentee] Program Evaluation and [Mentor] Program Evaluation documents.
* Send a list of participants that completed to program to Dori Haggerty (Center for Teaching and Learning Innovation) before the end of the semester.

Sample “announce the program” email:

Subj: **[Academic Division Name] Faculty Mentoring Faculty Program**

We are excited to begin a program on West Campus called the **[Academic Division Name]** Faculty Mentoring Faculty Program.  The purpose of the program is to pair faculty members wishing to improve their practice (mentees) with other faculty members wishing to assist them (mentors).  The vision for the program is to recruit adjunct/associate professors as mentees and partner them with full-time/tenure-track/tenured faculty as mentors, although any two willing faculty members may participate regardless of teaching status.  Prospective participants should contact [Program Coordinator] ([Program Coordinator Email Address]) via email.  [Program Coordinator] will be pairing the mentors with the mentees based on years of experience and schedule availability.

The program takes place during one semester, and follows the sequence of steps below.  The start date, scheduling of events, and end date are up to the paired mentors/mentees (as long as they all occur during one semester).

The mentor and mentee meet to get to know each other, set some goals, and plan some observations/meetings.

The **mentor** observes the mentee teaching.

The mentor and mentee meet to discuss the observation.

The **mentee** observes the mentor teaching.

The mentor and mentee meet to discuss the observation.

The **mentor** observes the mentee teaching a second time.

The mentor and mentee meet to discuss the observation and the program overall.

 All discussions, notes, observations, etc. are confidential, and will only be shared between each mentor/mentee pair.  There is no evaluation of the mentee (or mentor) by the **[Academic Division Name]** department.  Participants who complete the program will each receive 10 professional development hours, and the program is repeatable for credit.

Questions regarding the program should be directed to [Program Coordinator] ([Program Coordinator Email Address]), who is coordinating the program on West Campus.

Sample “Let’s get started” (for mentors) email

Hello, Mentors!

This email will help you get started in the **[Academic Division Name]** Faculty Mentoring Faculty Program!  Your participation is sincerely appreciated as we seek to strengthen teaching and learning here on West Campus.  The files for this program are on [this website].  **Please begin by reading the [Mentor] Procedure Checklist document, and completing Item I**.  This one document will guide you through the entire program, so if you're ever unsure what to do, take another look at it.

**Please contact your mentee by [Date] or earlier.**  In addition, I would like to point out, right from the beginning, that **your interactions with your mentee are confidential**.  Do not discuss them with anyone (even me).  If you have any questions about the structure of the program, however, I am certainly available to help with that.

Here is the current list of mentors/mentees:

[Mentor Name] (Mentor) and [Mentee Name] ([Mentee Email Address]) (Mentee)

[Mentor Name] (Mentor) and [Mentee Name] ([Mentee Email Address]) (Mentee)

[Mentor Name] (Mentor) and [Mentee Name] ([Mentee Email Address]) (Mentee)

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Once again, I thank you for your willingness to share your expertise!  I hope your experience in the **[Academic Division Name]** Faculty Mentoring Faculty Program is positive.

Sample “Let’s get started” (for mentees) email

Hello, Mentees!

This email will help you get started in the **[Academic Division Name]** Faculty Mentoring Faculty Program!  Your participation is sincerely appreciated as we seek to strengthen teaching and learning here on West Campus.  The files for this program are on [this website].  **Please read the [Mentee] Program Outline document**, then fill out the [Mentee] Needs Assessment List document.  The [Mentee] Program Outline document will reference other files on [the website].

You should expect to hear from your mentors within one week.  If you do not, please contact me directly.  Here are the mentee/mentor pairs for this semester:

[Mentor Name] ([Mentor Email Address]) (Mentor) and [Mentee Name] (Mentee)

[Mentor Name] ([Mentor Email Address]) (Mentor) and [Mentee Name] (Mentee)

[Mentor Name] ([Mentor Email Address]) (Mentor) and [Mentee Name] (Mentee)

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