**Faculty Mentoring Faculty**

**Mentee Program Outline**

**1. Notification**

 Your academic division will inform you of your mentor's name. Your mentor should contact you within the first week of notification. If your mentor does not, please contact your academic division.

**2. Before the First Meeting**

 Fill out the Needs Assessment List and send a copy to your mentor before your first meeting. This should give your mentor an idea in what areas you would like some guidance. The base of this document is the classroom observation form that your dean fills out during your classroom observation. There is also a "free response" section at the end so that you can add whatever you would like. This might include questions about departmental procedures/protocol, curriculum issues, assessment or student behavioral problems. Please feel free to make note of whatever you feel your mentor might be able to assist you with. Also, you might want to read the document in your packet on what makes an Effective Mentee. This one document just scratches the surface of the information available on the Mentor/Mentee relationship. If you would like more information on this topic please contact your department dean.

**3. The First Meeting**

 In the first meeting with your mentor, you will begin to build your mentor/mentee relationship. Please be assured that all of your discussions, paperwork, and other dealings with your mentor are completely confidential. You will discuss your Needs Assessment List, and from that form, your Program Goals. Make sure your mentor understands your goals and expectations of the FMF program. You will need to speak openly and honestly with your mentor. You will set a date for the first classroom observation and a date for the second meeting to discuss the classroom observation. Lastly, you and your mentor will sign a Mentor/Mentee Partnership Agreement.

**4. The First Classroom Observation**

 Your mentor will attend your entire class. He/she will sit unobtrusively in the back, taking notes about your classroom instruction, focusing on your agreed upon goals.

**5. The Second Meeting**

 During this meeting you will discuss your mentor's classroom observation. You will discuss strengths and areas that need improvement. You will consider your goals and revise them if needed. You will discuss specific actions, solutions and strategies. Then, together, you will form a plan of action to accomplish your goals. You will also set a date for you to visit your mentor's class and discuss specifically things to look for during your visit that may pertain directly to your needs. You will set a date for the third meeting to discuss your visitation. And, lastly, you will be asked to fill out the Mentor Feedback form and send it to your mentor before the next meeting.

**6. Mentor Classroom Visitation**

 You will visit your mentor's class. You should plan on attending the entire class and sit, unobtrusively, in the back. Bring paper to jot down questions you might have about their teaching style, the manner in which the topic was presented, use of technology or time management.

**7. The Third Meeting**

 During the third meeting you will discuss the Mentor Feedback form. You will discuss your classroom visitation. Bring the notes you made with you. Again, this a time for open communication between you and your mentor. You will, if necessary, revise your Plan of Action Form. You will set a date for the last classroom observation and for the final meeting.

**8. The Second Classroom Observation**

 Your mentor will attend your entire class. He/she will sit unobtrusively in the back, taking notes about your classroom instruction.

**9. The Final Meeting**

 During your last meeting you and your mentor will discuss the second classroom observation. You will discuss improvements and areas that still need improvement. With an eye toward the future, together, you will form a Future Action Plan to improve these areas. Hopefully, you and your mentor have built a relationship that will continue past the completion of the Faculty Mentoring Faculty program.

**10. Program Feedback**

 We would like to know what's working and what's not working in the FMF program. Any suggestions or comments are welcome. Please take some time to fill out the FMF Evaluation form and send it to your academic division.