

## **FWCB Faculty Advisor/ Mentor Advisee Meeting Check List**

**Students perceive great value in interacting with faculty. New High School Students (NHS) are encouraged to meet with their faculty advisor/mentor in the beginning their third semester. New Advance Students (NAS) (i.e., students transferring to FW) are encouraged to meet with their faculty advisor/mentor during their first semester in the major. The following comments offer faculty goals to think about when working with students and ideas for points to address to help students achieve their academic goals.**

### **Overall Mentor Goals**

- Help students understand the big picture of their field of study
- Make suggestions for various ways to enhance the classroom experience
- Help identify appropriate resources in the field
- Offer suggestions based on where students are in their academic career
- Identify professionals in the major and make appropriate referrals based on each student's specific area of study

### **First Meeting**

- Reach out to each advisee early in the first semester of the academic year. Your U of M Report advisee list is an easy way to locate email addresses for your advisees
- Outline expectations that each advisee should have of you as a faculty advisor/ mentor and your expectations of them; customize those as appropriate for individual people
- Discuss your professional background, interests and history
- Try to get students to open up about what they want to get out of their time in the major and the university in general
- Discuss specific areas of the curricula. For example, talk about Cloquet and the reason we require students to complete two professional experiences, an interdisciplinary course and an experiential course
- Discuss the merits of UROP, Study Abroad, internships and independent study opportunities and share your experience in these areas
- Discuss general resources in FW, the Department and the state (i.e., FWCB faculty list, journals, professional organizations)
- Lead into a discussion about life after the undergraduate years (i.e., graduate school, career)

### **Second and Subsequent Meetings**

- Focus on what the student is actually doing to enhance his/her classroom experience. Try to make this a targeted conversation about volunteering, internships, UROPs and study abroad.
- Continue to follow-up on the discussion from the first meeting.
- As appropriate, target the discussion on jobs and/or graduate school.
- Talk with them about what they need to do in order to secure good letters of recommendation