



**Center for the
Enhancement of
Learning and
Teaching**

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October 17, 2008

To: John Bailer, Mathematics & Statistics
Mentor, 2008-09 Alumni Teaching Scholars Community

From: Milt Cox, University Director, Center for the Enhancement of Learning and Teaching

Welcome back to the Alumni Teaching Scholars Faculty Learning Community! I'm pleased that you have agreed to serve. John Karro is looking forward to working with you this year.

The purpose, description, and goals of the Community can be found at <http://www.units.muohio.edu/celt/flcs/miami/flc-atsearly.php>. Let me review with you some insights about past mentoring and our plans for this year.

- (1) You may be quite flexible in structuring your Teaching Scholar-Mentor interaction. Formats have varied in the past from weekly or occasional class observation exchanges to biweekly meetings over lunch to discuss teaching, research, and university politics. There are no rigid guidelines, since we do not wish to stifle "creative mentoring." It is a matter of your two personalities, needs, styles and schedules.
- (2) A structured approach with scheduled meetings is best for most mentoring pairs. Robert Boice (1992), in his chapter on "Lessons Learned About Mentoring," indicates three outcomes of interest to us arising from his research on mentoring pairs: (1) frequent nudges to meet regularly helped ensure pair bonds, (2) left to themselves, most mentoring pairs displayed disappointingly narrow styles, and (3) mentors assumed the role of interventionist with reluctance. Read the attached article, "Women as Mentors: Myths and Commandments," for a nice summary of mentoring pros and cons.
Thus, it's up to you and me to provide the nudges and expand the discussion. The semester can slip away unless you plan your mentoring interaction carefully. Possible activities include visiting or auditing of each other's classes; attending ATS Community seminars and/or some Lilly Conference sessions; exchanging and discussing videotapes or Small Group Instructional Diagnosis (SGID) visits; and luncheons or informal meetings to discuss teaching, contraries raised in seminars, university politics, and the profession. To prevent narrow styles, try a broad variety of activities. I have attached a mentor/protégé meeting log/journal so that you can keep track of your interactions.
- (3) You are invited to attend some of our teaching seminars and other program events throughout the year. In the past, some Mentors have attended several events, while others have been able to attend only a few. We hope you will be able to attend at least one, since your experience and advice are valuable for all the Teaching Scholars as well as your own protégé. However, your major contribution to the program comes in the one-to-one relationship with your teaching scholar, and that can be time-consuming; hence, you may view the seminars and other programs as optional.

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I am enclosing a schedule of first semester events for the teaching-scholars so that you know what they have done in the program. You are invited to attend second semester seminars and events where Mentors are included. Please give me advanced notice when you plan to attend so that I can share prerequisite reading material with you and reserve space and food.

There is one event this first semester that I especially encourage you to attend with your protégé: the Twenty-Eighth International Lilly Conference on College Teaching will be held at the Marcum Conference Center, November 20-23. The program is on the Lilly Conference website at <http://www.muohio.edu/lillyconference/>. Last year this was the highlight of the semester, so please mark your calendar and attend some of the sessions. These will provide you with many topics for future discussions. Please register on the website so that we will have space and materials for you.

We help the teaching scholars build a teaching library. You may wish to share and discuss your teaching scholar's book, *Classroom Assessment Techniques: A Handbook for College Teachers* (Angelo & Cross, 1993). This guidebook has been a valuable resource for concise information and references to assessment techniques. You are welcome to browse and check out this and other books from the Teaching Effectiveness Library in Langstroth Cottage.

Enclosed is a schedule form, which I ask that you complete and return to Alicia Miller <mille226@muohio.edu> by **October 27**. We will schedule a meal during the month of November, for all the Mentors, at which you will be our guest and during which we will discuss mentoring and answer any questions you have about the Alumni Teaching Scholars Program. If you have any immediate questions, ideas, or concerns, please give me a call at 9-9266.

In summary, try to meet with your protégé at least once every two weeks. Schedule times in advance or this opportunity will quickly slip away. Discuss teaching issues that arise in your classroom exchanges, books or articles you share, and seminars you attend. In some cases, these partnerships have led to joint publications.

I hope you find your involvement with your Alumni Teaching Scholar and the ATS Program to be interesting, productive and rewarding. Thank you, in advance, for serving.

Reference

Boice, R. (1992). Lessons learned about mentoring. In M.D. Sorcinelli & A.E. Austin (Eds.), *New Directions for Teaching and Learning: No. 50. Developing new and junior faculty* (pp. 51-61). San Francisco: Jossey-Bass.

Attachments:

- Brief biographies of Community participants
- Schedule grid
- Calendar of events
- Article: Women as Mentors: Myths and Commandments
- Mentor/Protégé meeting log

cc: John Karro, Computer Science & Systems Analysis
Douglas A. Troy, Chair, Computer Science and Systems Analysis