

CTE Notebook

Newsletter of the Reinert Center for Teaching Excellence

Volume 5, Issue 2, Fall 2002

Rethinking and Redefining Mentoring

By Dr. Charles Marske, Mentoring Committee Chair
Reinert Center for Teaching Excellence,
Chair of the Department of Sociology and Criminal Justice

As the recently appointed chair of the Mentoring Committee of the Center for Teaching Excellence (CTE), I initially found myself rather reluctant to write this article. What did I know about mentoring? I have never served as a mentor, at least not in any formal sense.

When Dr. Ellen Harshman, Senior Vice Provost, asked me if I would be willing to chair the Mentoring Committee, I wondered why she asked me, a department chair, to take on this assignment. I already had all the committee assignments and meetings I needed. On second thought, wasn't I struggling with how to orient and socialize six tenure track assistant professors, all of who had been in the department for one year or less? Hadn't I been pondering whether the departmental standards, policies, and procedures that were in place balance the need to insure that the early-career faculty we tenure and promote are professionally

competent and productive with the need for early-career faculty to have a personal life? Hadn't I been considering to what extent the climate in our department allows and encourages early-career faculty to critique and express their opinions and ideas about these departmental policies? Weren't these and a host of related questions the very sort of issues that mentoring, more broadly defined could help meaningfully address?

I now appreciate that Ellen Harshman has given me an opportunity to help fashion

a broader-based image of mentoring that would not only benefit my department but would also be of value to a far wider range of departments and departmental faculty. My initial thinking about mentoring – a formal institutionalized program whereby senior faculty members are assigned to mentor non-tenured, early-career faculty with the emphasis on how to meet department expectations about teaching, research, advising, and service particularly in regard to rank and tenure – was very quickly (and dramatically) expanded.

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Early in their career, faculty certainly need to be socialized into the norms, values, and culture not only of their department but, more broadly, those of their school or college and the university at large. They also need help in understanding specific departmental procedures and policies. What about mentoring for tenured faculty? How can we craft a meaningful notion of mentoring that would be of benefit to experienced faculty?

Although many of the concerns I reflect on as a department chair relate to senior faculty, I know that fashioning a set of meaningful activities, resources, and experiences would be particularly challenging, given the conventional image of mentoring as experienced faculty mentoring early career faculty. How are senior faculty responding and adjusting to the significant changes made in our department in response to the increasing emphasis placed on scholarship, particularly grant writing and publishing, at St. Louis University? Are they successfully incorporating the increasingly broad range of new technology into their classroom teaching? Are they satisfactorily dealing with balancing their teaching and their research? If so, what strategies are proving worthwhile? Given the current ideas that the term mentoring calls

forth, maybe we ought to employ a new term with a far broader set of connotations, particularly in reference to mid and late-career faculty. One among many possibilities would be to think about experienced faculty from different departments partnering together where two, three, or more individuals who either share certain mutual concerns or insight are able to come together, express their concerns, and hopefully learn from one another in the process. For instance, are there senior faculty who might want to share their thoughts with one another about how service obligations and expectations might shift throughout one's career as a faculty member?

Having spent a good portion of my life in administrative positions – not only in higher education, but also with state and federal government, and in numerous not-for-profit organizations – one of my core beliefs is that a common characteristic of effective organizations is that they share information effectively. As a Catholic, Jesuit university have we created the structures and mechanisms and, more importantly, the levels of trust and concern that allow individuals to effectively share helpful information in a non-threatening and supportive manner? Isn't this the very essence of what

partnering or mentoring or whatever we call it ought to be about?

The role of the Mentoring Committee is to serve as a resource to help create and make accessible the mechanisms and resources needed to expand our abilities as faculty members through coming together with one another as we strive to become better teachers, advisors, writers, researchers, time managers, and colleagues. For example, how can we better inform faculty about the array of teaching resources available at the Reinert Center for Teaching Excellence including videos, articles, books, videotaping classes, and having experienced teachers available for discussing teaching techniques, etc.? Would it help to have a variety of forums, not only face-to-face gatherings such as brown-bag lunches but electronic chat rooms and bulletin boards to allow and encourage faculty to identify and interface with other faculty who share certain interests or concerns to come together as colleagues in a mutually informative and supportive manner? The members of the CTE Mentoring Committee: Drs. Jim Dowdy, Bob Krizek, Belden Lane, Charles Marske, Joanne Schneider, and Pat Welch would appreciate any ideas and suggestions.



Dr. Camille Nelson, Assistant Professor of Law, Photo courtesy of the Law School

At first blush the notion of mentoring seems uncontroversial. However, consideration of various forms of mentoring and the perceptions produced by the term indicate some interesting matters deserving of reflection. According to the American Heritage Dictionary, a mentor is a wise and trusted counselor or teacher.¹ The term has roots in Greek mythology for Odysseus's trusted counselor, in whose guise Athena became the guardian and teacher of Telemachus, exemplifies the concept of a formidable mentor.²

Conceptualizing a mentor as counselor, teacher and guardian is appealing. I would add, however, that conceptualizing a mentor as protective advocate is equally important. In the brief analysis that follows, I will explore

some of the forms which mentoring takes, discussing the advantages and disadvantages of each. This reflection implies the definition set out above. Through it all, a good mentor must, in my opinion, feel responsible for the development of their mentee—they must feel and be invested in their success and do their part to nurture their mentee's growth. They must facilitate the mentee's unobstructed view of the field, give the mentee tips and strategies for the game and, if consistent with the goals of the mentee, they should assist in the mentee's quest to secure a tenure touchdown.

A) Formal/Assigned Mentoring

Given the ambit of this publication, I will focus my comments on professional and academic settings. Before one even reaches the issue of whether the formal assignment of a mentor is a good idea, I want to highlight that from an institutional setting, the faculty, department or center which recruited and hired the candidate in the first place should have an institutional interest in the success of the new recruit. As a collective, the faculty should be invested in ensuring the developmental prosperity of the

new member of the team. To this end, it is my hope that even those who might have voted against the candidate, or who expressed concerns about the candidate within the confines of the faculty meeting, shift gears and embrace the new faculty member as a legitimate part of the collective. To embrace this member is to put aside initial opposition and to facilitate the progression of the new recruit, or at least not to impede the professional growth of the new member. Part of this departmental investment in the new faculty member might be manifest in the assignment of a formal mentor.

Personally, I believe such an assignment to be valuable. If sensitive and sensible deliberation and evaluation is made in advance, the assignment of an appropriate mentor, who is truly interested in and capable of mentoring, can be more than just a fruitful exercise—it can be a respectful collaboration without the ego-stroking aspect so distasteful to many would-be mentees. Specifically, the assignment of an inappropriate mentor, without due thought, can be worse than having no mentor at all. Indeed, such an assignment may prove devastating to the new recruit who might

Mentoring: Towards the End Zone© 2002 Camille A. Nelson* (continued from page 3)

feel trapped in an unhelpful or destructive professional relationship, which cannot easily be broken. Accordingly, the Dean, Chair or appropriate senior faculty member must select the formal mentor with extreme care. It is not simply, a “they seem to be alike”, “they are similar”, “they have common interest” calculation, for appearances are deceptive. Indeed, I believe that thinking along those lines is entirely unhelpful where an assessment of formal mentorship is concerned, for such commonalities often leads easily to informal mentoring relationships that need not be duplicated by the assignment of such a similarly situated mentor. The assignment of the most appropriate formal mentor will be a well-reasoned examination of a number of features of both the mentee and the possible mentor, including, but not limited to their:

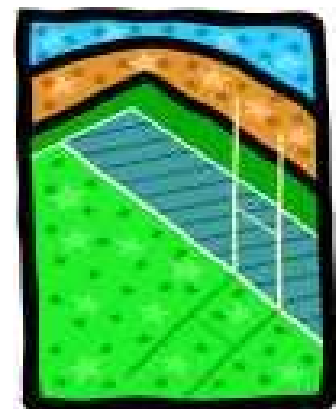
- i) Personalities;
- ii) Scholarly interests;
- iii) Extra-curricular interests;
- iv) Desire to mentor and be mentored;
- v) Politics in the sense of departmental savvy;
- vi) Areas of weakness of

the mentee and areas of strength of the mentor;

viii) Departmental requirements for tenure.

Clearly this is not an exhaustive list, but merely demonstrative of the fact that there is more to mentoring and being mentored than meets the eye. Any successful mentorship relationship necessitates a certain degree of honesty and confidentiality. While the mentee must genuinely want to be mentored, he or she will likely desire some degree of anonymity to encourage openness. Unilateral mentoring is an oxymoron and doomed to failure. This has led some people to reasonably conclude that any formal system of mentoring cannot work. While I am not so sure, I will momentarily consider informal mentoring. I do believe that a key benefit to formal mentoring is that at the end of the day—really the end of the tenure track process—the mentor should be “on the hook” for explaining and advocating the mentee. Now this might seem a frightening prospect for a mentee stuck with a mentor who is not really an advocate and actually a detractor. However, if the Dean or Chair of the department has done their job

and selected an appropriate mentor, that person will be in a position to offer up to the personnel committee an honest and favorable report on the mentee’s development. The mentor is ideally situated to offer this report as they, themselves will have been instrumental in the mentee’s development and will have caught the mentee when they faltered and they will have helped the mentee navigate the tenure waters in ways, perhaps, that the mentee is unaware. The formal mentor is accountable in ways that the informal mentor is not. I think of a good mentor as a blocker in a football game, clearing the path for a mentee to score a touch down. Sometimes the blocker makes moves the mentee does not even appreciate, sometimes it is a play that everyone sees and appreciates. In any event, the mentee, unless they themselves fumble, trip, stop or call a time out, has a clear path to the end zone.



Mentoring: Towards the End Zone © 2002 Camille A. Nelson* (continued from page 4)

B) Informal Mentoring

Informal mentoring is more appealing to some as it seems more natural and, hopefully, develops for everyone through the normal course of professional personal interactions. Ideally such a relationship is akin to friendship, but with many of the benefits of the formal mentoring relationship. One of the main benefits of this framework for mentoring is that this relationship blooms on its own—it is not a function of selection nor politics and, as such, is not subject to the scrutiny of the institution. In my view, the benefits of informal mentoring are also its disadvantages. Specifically, there is no institutional initiative, nor institutional ownership of mentoring as an investment in the new recruit and most problematic, no institutional accountability. My concern is the ability, in this informal setting, of the mentee slipping through the cracks either unmentored or unaccounted for institutionally. I want someone, and someone important, within the institution to have some insight into the challenges faced by the mentee and an understanding and apprecia-

tion of how the mentee has been able to overcome these obstacles. The mentor should be of assistance in this regard. Most importantly, the mentor must be accountable on some level if the obstacles are not overcome or if they were not detected early on such that action plans to remedy the impediments could be contemplated and activated. Hence, yet another role of a good mentor, either formal or informal, is as detective—discerning problems like a super sleuth and assisting in their eradication. The difference is the formal mentor is seized with this obligation and must sit at the table with her colleagues to explain if the mentee does not score a touchdown.

The ability to play this game assumes that the field is level. This is not the case for all participants. The informal mentorship default position assumes that even those for whom the field is not level are equally able to attract a suitable mentor. This might not always be the case. If one accepts that some players have additional challenges to scoring a tenure touchdown, one must also accept the fact that there might be a need for

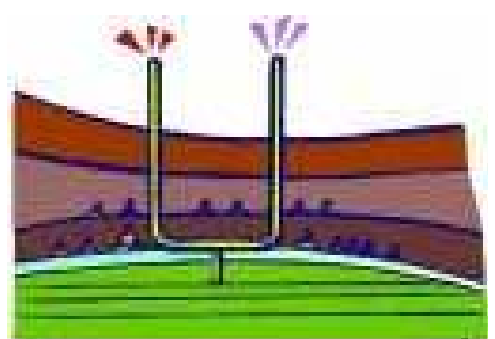
a more formal mentoring relationship to ensure that we play on the same team, with the same goals in mind.

It is imperative that the mentoring relationship be one of goal setting, strategizing and open and honest dialogue. Whether the mentoring relationship is formal or informal, the mentee must be apprised of the rules of the game and the manner in which the score is tallied. The mentor might have to run interference, but under no circumstances should the mentee be benched or sidelined if we make it our business as a faculty team to bring our players along for more than just the ride.

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1 *The American Heritage Dictionary of the English Language*, Fourth Edition 2000 Published by Houghton Mifflan Company.

2 *Id.*



A Story of Mentors and Teachers

by Belden C. Lane, Professor, Theological Studies

In May, 2001 Dr. Lane gave this address at the Reinert Center for Teaching Excellence Certificate Ceremony



Dr. Belden Lane, photo courtesy of Theological Studies

As a teacher, what gets you through the night? How do you make it to the end of yet another semester? Those are familiar questions asked in teaching, because, at least for most of us, it's a profession in which experiences of ecstasy are fairly few and far between.

So what is it that sustains you in your sense of call to teaching as a profession? On those really rough days—when you suspect you ought to be doing something more honest, like selling insurance, or even used cars, where do you turn to find the encouragement you need to go on?

Among other things, I think, our minds tend to wander in two different directions at times like these. We look back, maybe with wistfulness, to our own teachers, the models of what we first imagined ourselves wanting to become—those people who excited us about the very idea of teach-

ing to begun with! And secondly, we may think about our students, especially those who have caught on with an alertness that's able to absorb us again as well. Their amazing receptiveness to what is new and alive in their imagination is able to help undermine the tired cynicism that tempts us.

Let me share with you two stories as a way of saying more about these two sources of encouragement in our lives as teachers. The first is a tale out of the Hassidic Jewish experience of the Holocaust. It invites us to reflect on the leap of faith that we often have to exercise in those dark nights of the soul—whether they occur in teaching or elsewhere in our personal lives. Those times when you're forced to call on the mothers and fathers that came before you—all your mentors—to find the resources you need to carry on.

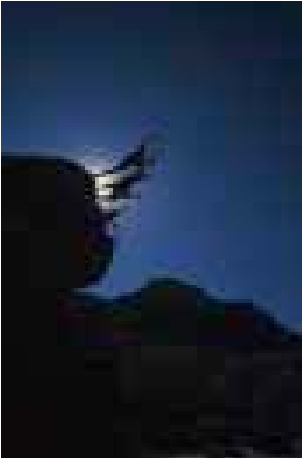
“Leaping the Pit,” by Yaffa Eliach, Hassidic Tales of the Holocaust

It was a dark, cold night in 1941 in the Janowska Road Camp, a stopping-off point in

Ukraine where Jews were sorted to be sent to either to work details or the death camps. In the middle of the night, suddenly, the S.S. officers and Ukrainian guards ordered everyone out of the barracks. They were told to start running to the center of the camp where there was a huge pit, and old bomb crater. They had to jump across the pit, they were told, if they hoped to live--yet it must have been 20, 50, maybe a hundred feet across, they couldn't tell in the dark. There was no way that anyone could jump it, even in the daylight with all of one's strength. Machine guns were lined up on either side, planning to slaughter the Jews as they fell into the pit, and then bulldoze dirt over the top.

Among the hundreds of Jews running across the field that night was the rabbi of Blug-hov, Rabbi Israel Spira. He ran beside another Jew, an agnostic and free thinker that he'd met recently in the camp. This other man scoffed at the Nazis' cynical comments.

“They make fun of us”, he said, “What's the point of even trying to jump?”



But the rabbi said, “My friend, we must obey the will of O. If it’s decreed in heaven that pits be dug

and we are commanded to jump, then pits will be dug and jump we must. If we fail, God forbid, then we’ll be jumping into the arms of God—whatever happens.”

As they approached the edge of the pit, now filling up with bodies, the rabbi looked down at his tired feet, closed his eyes and commanded in a powerful whisper, “We are jumping.” Then they opened their eyes and found themselves on the other side of the pit.

The other man started jumping up and down, yelling, “Rabbi, we made it. We’re alive. There must be a God in heaven after all. How did you do it?” Rabbi Israel said, “I simply closed my eyes and held on to the coattails of my father, and my grandfather, and my great-grandfather, of blessed memory and I jumped. Then the rabbi said: “Tell me, friend, how did you reach the other side?” And the other man said, “Well, I was holding on to you!”

What is the leap of faith

that is made possible—the ability to press on despite all the reasons not to—that comes to us in holding on to the skirt-tails of the mothers and grandmothers and great-grandmothers that came before us? That’s one way of maintaining our vision in teaching during hard times—looking back to the teachers that taught us.

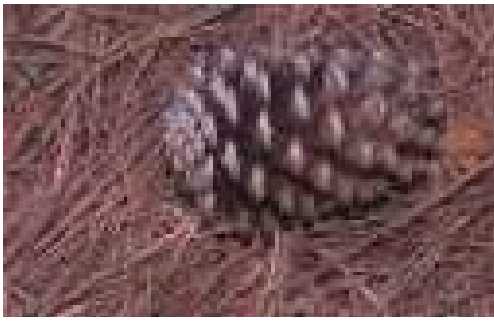
I think of Miss Helen Needham—an English composition teacher I had my freshman year in college. Everybody hated her. She was impossibly demanding. Everything I slaved over to write for her came back bleeding with red ink. Over two semesters of a six-hour course I took from her, I painfully worked my way up from an initial “F” on my first paper, to a “C+” that I wore like a badge of courage. But she taught me to write, God bless her. And before graduating I went back, reluctantly, to thank her for it. She wept when I came. Because in 30 years of teaching, I was the first student who had ever thanked her. Still today, as I struggle in writing, I hold onto the coattails of Helen Needham (God rest her soul!) and I jump.

One other teacher I’ll never forget, though I only heard her once, was back when I was in the third grade at Lake Como Elementary School in Orlando, Florida

where I grew up. She was a storyteller for the public library system. I think her name was Miss Parks, and she came to our school one day to tell stories. I was astounded as she kept 300 of us kids, crowded into the auditorium that morning, spellbound, enthralled, mesmerized by the power of telling stories. I was amazed by the magic of that experience and how our attentiveness helped to feed her energy, as if we all were making something together that morning.

That leads me to my last story about how important our students are in making teachers of us, in calling us back to who we are most deeply. For a long time I resisted calling myself a storyteller. I’d say I was a story lover, a story collector, but it always seemed too presumptuous for me to call myself a storyteller. I knew I’d never be Miss Parks. But something that changed my mind occurred eight years ago this last March when I made a backpacking trip alone down into the Irish Wilderness of southern Missouri. It was close to the time then, when my mother was dying of cancer with Alzheimer’s disease.

A week earlier that spring, 12 inches of snow had fallen in the narrow little canyon through which I hiked, followed by pouring rain



which had brought a flash flood of water some ten feet deep rushing down that narrow gorge with a violence I could hardly imagine by the time I'd gotten there.

Yet I saw high above my head branches and leaves that had been snatched by tree limbs from the flood as it had gone crashing through. Downstream I found a place to camp, set up my tent, built a small fire and ate my supper as the sun set. Sitting there by the fire I noticed right across from me, a small pine tree, maybe two feet tall—hadn't noticed it before. I said hello. I don't usually talk to trees. And then I had a strange sense that the tree was asking me to tell a story. The way little kids do when you're sitting around a fire. So I did. I started to tell a story to this tree! It was a Lakota Sioux story out of a Native American tradition—a story about death and transformation. And as I got into telling the story and it was getting darker, I put another piece of wood on the fire.

It blazed up and in the light I saw three or four other small pines gathered around

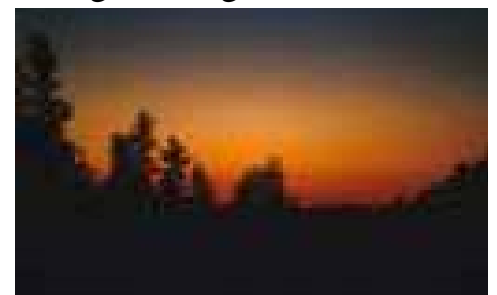
the campsite. I could have sworn they hadn't been there before. I think they moved in so as to be able to hear the story better. Well, I don't ever remember being listened to so carefully as I was that night. This was the first time these trees had ever heard a story. Very few people, if anybody, go out in the wilderness—and if they do, they don't tell stories to trees. These trees knew what I was talking about, too—death and transformation. They'd just survived a flash flood, water rushing over them in the week past. They lived with death all around, growing themselves out of the rotted logs of old trees before them. But there was something more about the intensity and fascination with which they listened to my story. They I realized they were watching the fire along with me as I told the story. And I knew none of them had ever before seen flames. There'd been no forest fire there during their lifetime and it was very unlikely that anybody had ever built a campfire anywhere nearby. So these trees were listening to a story about their own death and transformation as they watched...wood...burn! Seeing the stuff of their own being transformed into beauty and light (then as a light gray ash).

Suddenly, hearing the story as they heard it, I was given a whole new way of

looking at my mother's dying and my own life. This vulnerability carried me deeply into my own. That night I slept in the wilderness feeling safer than I had ever felt in my life, surround by trees who'd been community for me. I woke up the next morning and walked like Adam in the garden, moving through the landscapes as one of its details, being absolutely accepted.

Ever since that time I've known I had to call myself a storyteller. Because I was listened to so profoundly, by a handful of trees down in the Ozark forest. I also know that I'm a teacher, because there are students of mine who have been caught on fire by a truth that has kept us all absorbed. Their enthusiasm feeds my own.

How is it in those dark seasons of our lives as teachers, we find resources for going on? We find them in our teachers and mentors, who've been there before us. And we find them in our students, those who teach us by their own deep attentiveness. That's a mystery that I don't know how to describe. But I can promise you; it'll get you through the night.



SLU2000 Courses Professional Development
by Dr. Gregory H. Wolf
Assistant Professor of German
Department of Modern and Classical Languages

During the last three years, I have taught a SLU2000 course, German 210, the third course in the language requirement sequence. The SLU2000 course, the regular, monthly SLU2000 meetings, and the last two annual SLU2000 conferences have provided me a forum in which to explore issues ranging from pedagogy, curriculum reform, student assessment, to student and professor expectations. The SLU2000 forum has also been beneficial in my involvement with local high school teachers, whom I visit annually as part of my responsibility coordinating the German courses in the 1818 Program. Together, the SLU2000 program and 1818 Program have focused my attention on foreign language advocacy, specifically German, as well as articulation of curricular goals and objectives on the secondary and post-secondary level to ensure curricular continuity and a smooth transition for students.

Over the weekend of October 18-19, I was invited to present a paper on these topics at the annual meeting of the Foreign Language Asso-

ciation of Missouri. Speaking with conference participants from all levels of German instruction, I began my paper outlining how I can increase and improve communication among all teachers on levels of German instruction. This involves working closer with local chapters of professional organizations and inviting high school teachers and students to my classes, especially German 210 (SLU2000), in which we would like to see even more freshman enroll. To a large degree, I am already doing this, but primarily with the 1818 dual credit program, and would like to expand this invitation to others. Improved communication among teachers is based on a mutual understanding of what instructors at all levels do in their classes, their methodology, and curriculum. I outlined how my colleagues and I have reevaluated our German program at Saint Louis University, stressing a German Studies approach, already evident in the one-hour weekly German Studies session in German 210. As advocating German and attracting and retaining students are central

goals in the German section in the Department of Modern and Classical Languages, I described how we attempt to do this. Pivotal in our approach is bridging the gap between language and abstract culture; to overcome this potential problem, we conduct German immersion weekends, hold German-language functions in the German House, and work with other disciplines. I will suggest that our German 210 course has made our program more attractive to students because it not only provides them with a communicative, content-driven language component, it also challenges them intellectually in the English-language culture session.

The SLU2000 forum has benefitted me immeasurably: it has helped me reevaluate my teaching, curricular goals, student assessment, and role as a University professor. With so many excellent professors at Saint Louis University who teach innovative and challenging courses, I have learned considerably from their expertise and knowledge.

CTE Faculty Resource Room Hours

In late August the Reinert Center for Teaching Excellence announced the addition of the CTE Faculty Resource Room to provide a casual, flexible space for faculty to browse CTE collections and exchange ideas about teaching. Along with a computer station and comfortable reading chairs, this room now contains our expanding print resources and houses our videotape library along with a television and VCR. Our print resources and videotape library cover a wide range of topics related to teaching. The room also has a conference table and chairs, providing an excellent site for small discussion groups or brown-bag lunches. We now are posting the resource room schedule on our web site: www.slu.edu/centers/cte. Walk-ins are welcome during our “open hours.” The CTE Resource Room is also available for small faculty discussion groups by contacting the main CTE office in Verhaegen 314, (phone 977-3944; email tebbebc@slu.edu).



List of Mentoring Resources Available in Faculty Resource Room

“Explicating Practical Knowledge: an extension of mentor teachers’ roles” by Anneke Zanting, Nico Verloop, Jan D. Vermunt & Jan H. Van Drel

“Shaping the Reflective Portfolio: A Philosophical Look at the Mentoring Role”
By Barbara J. Millis

“Mentoring Women in Higher Education, Lessons from the Elders” by Barbara Paterson and Fjola Hart-Wasekeesikaw

“From Mentor to Partner: Lessons from a Personal Journey” by Roger Hiemstra and Ralph G. Brockett

“Roles, Responsibilities and Relationships in Mentoring: A Literature Review and Agenda for Research” by Kate Hawkey

“Mentoring, The Faculty-Graduate Student Relationship” by Michael Cusanovich and Marth Gilliland

“Systematic Mentoring for New Faculty Teachers and Graduate Teaching Assistants” by Peg Boyle and Bob Boice

The Technology Corner

by Dr. Mary Stephen,
Associate Director and Coordinator of
Technology and Learning



Among the things that have impressed me about Saint Louis University is the willingness of faculty members to share their experiences and expertise in teaching with colleagues. This is true with not only teaching in general, but also with teaching with technology. I have seen

many examples of faculty assisting faculty with integrating technology into teaching. I have seen this form of mentoring occur individually and in groups, informally and formally. Sometimes it involves one-on-one follow-up after a professional development workshop. Other times it comes about through informal conversations and demonstrations among colleagues.

A recent study, *Faculty Technology Mentoring Programs: Major Trends in the Literature* by Chuang, Thompson and Schmidt of Iowa State (available online: www.public.iastate.edu/~mstar/mentor/Technology_mentoring_0128.htm), identified several themes present in faculty technology mentoring. Some of the themes point to results that one would expect from mentoring in general – e.g., the establishment of open dialogue and collaborative relationships. Other themes, such as providing ideas and visions for the use of technology in teaching, relate more directly to technology mentoring. The authors report that technology mentoring breaks down hierarchical structures because often an individual less experienced as a faculty member serves as technology mentor to a more experienced faculty member. In many ways this is a perfect combination since mentoring involves sharing and often provides mutual benefits for both faculty members. Instead of using the labels mentor and mentee, I believe participants in such mentoring activities should more aptly be called collaborators.

Mentoring activities can occur informally in group settings as well as among pairs of individuals. The Department of Theological Studies used the Technology and Learning Lab (VH 212) when it first opened in October 2000 for such a group activity. Faculty members who were using technology in teaching demonstrated ways they were using the technologies, and discussed their successes and challenges integrating the technologies into teaching. Faculty unfamiliar with the applications saw how their colleagues were using the technology and had an opportunity to talk with them about their experiences. More importantly, they identified someone they could approach with questions if they wanted to try something similar in their own classes.

Since that first session in October 2000, more departments have taken advantage of the lab to allow faculty members time and space to collaborate on using technology in teaching. This is one role Reinert CTE plays in promoting technology mentoring on campus. The Technology and Learning Lab is available for departments or groups of faculty members to share and explore uses of technology in teaching. I am available to help plan and facilitate such sessions. I am also available to work one-on-one with faculty interested in exploring uses of technology in their teaching, as are the Center's three faculty technology mentors, Teresa Johnson, JJ Mueller SJ, and Laura Stuetzer. While I encourage you to take advantage of the Center's resources, I also want to encourage you to continue sharing your experiences in teaching with technology with your colleagues.

GRANT OPPORTUNITIES

COS Research Grant Program--Association for Institutional Research (AIR).

The subject area of the grant is the Improvement of Institutional Research in Postsecondary Education Institutions. Research grant proposals are solicited from education administrators, professional staff and faculty affiliated with a U.S. postsecondary institution or governance agency. The program provides grants of up to \$30,000 for principal investigators to:

- conduct research on institutional research in postsecondary education using the National Center for Educational Statistics (NCES) and National Science Foundation (NSF) national databases;
- conduct other institutional research that promises a significant contribution to the national knowledge of the nature and operation of postsecondary education;
- conduct other institutional research activities that will make a contribution to the knowledge of postsecondary education; or
- conduct institutional research activities that will

contribute to the professional development of professional personnel working in postsecondary education.

The deadline date is January 15, 2003 and is the date by which applications must be postmarked. Yolanda Green, Assistant Director for Grants Administration and Continuing Education. Research Grant Program. The Association for Institutional Research. 114 Stone Building, Florida State University.

<http://fundingopps.cos.com/cgi-bin/getRec?id=14090>

COS Research Grants—The AERA Educational Research Grants.

The American Educational Research Association (AERA) announces the AERA/OERI Grants Program, with funding from the U.S. Department of Education's Office of Educational Research and Improvement (OERI). The AERA has developed the Research Grants program to:

- stimulate research on fundamental educational issues, with a priority for the education of poor, urban, or minority students, as well as for mathematics and lit-

eracy education;
- attract a cadre of talented scholars and enhance their research preparation;

- build a network of scholars whose collaborations focus on high-priority educational

issues; and
- contribute to basic knowledge, the improvement of practice, and the informing of policy in educationally important contexts.

Research topics may cover a wide range of education-related issues. In addition to the research issues of priority listed above, topics may include cultural and linguistic diversity; alternative forms of educational assessment; school persistence; early childhood education; contextual factors (individual, curricular, and school related) in education; materials (curriculum) development; school reform; and the quality of educational institutions. Preference will be given to research that intersects theory and practice in such areas. Applications for awards effective January 2003 are due

October 15, 2002; applications for awards effective

GRANT OPPORTUNITIES

August/September 2003 are due April 15, 2003. The association anticipates awarding up to 10 research grants per year. Research Grants Program awards are for up to \$15,000 for one-year projects and up to \$25,000 for two-year projects. Funds may be used for summer salary, release time, research assistant (RA) support, equipment, travel, supplies, computing time, etc. Institutions may not charge indirect costs on these awards. AERA/OERI Research Grants American Educational Research Association, 1230 17th Street, NW Washington, District of Columbia. 20036-3078. <http://fundingopps.cos.com/cgi-bin/getRec?id=63728>.

Spencer Foundation-- Research Communication and Mentoring Grants

The Spencer Foundation announces a number of educational grants that support Practitioner Research Communication and Mentoring. Grants are intended to support the development of strong communities of teacher researchers. The purpose of Practitioner Research Communication and Mentoring Grants is to establish or strengthen channels for rigorous examination and discussion of the characteristics and knowledge produced by well-constructed teacher and educator research, to provide teacher and educator researchers with the opportunity to enhance their research skills through consultation with others in the teacher and educator research and traditional academic communities, and to support high quality teacher

and education research projects. The upper amount for each grant is \$50,000. The anticipated deadline is February 15, 2003. The record will be updated when new program information becomes available Eligibility for the grants extends to: Teacher researchers, groups or networks of teacher researchers. Also collaborative partnerships between teacher researchers and university researchers are eligible to apply. Applicants must be affiliated with a not-for-profit agency through which funds will be distributed. Practitioner Research Communication and Mentoring Grants Program, Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803. <http://www.spencer.org/proginfo.htm#prcm>

Professional Development Opportunities in Pedagogy . . .

The SUN Conference on Teaching and Learning is dedicated to building a global community of university teachers whose commitment to instructional excellence transcends disciplinary, cultural and national barriers. The focus of the conference is on practical, applied strategies, tools and techniques. All

university faculty and instructional staff are invited to share their innovative teaching practices, and to explore with their peers transformative approaches to college and university teaching.

Please visit the SUN Conference web site at www.utep.edu/cetal/sun for more information. Deadline for submissions is November 15, 2002

Links about Mentoring



Faculty Mentoring Program, Northern Illinois University
<http://www3.niu.edu/facdev/development/mentoring.htm>

Empowering the Faculty: Mentoring Redirected and Renewed
<http://www.gwu.edu/~eriche/Reviews/243a.html>
<http://www.ntlf.com/html/lib/bib/95-3dig.htm>

Faculty Mentoring Program Guidelines, Stanford University
<http://www.med.stanford.edu/fm/?/school/facultymentoring/&guidelines.html&www-med.stanford.edu>

Faculty Mentoring Program for Teaching, Penn State
<http://www.psu.edu/dept/eis/html/mentoring.html>

Faculty Mentor-Mentee Program, Portland State University
<http://www.oaa.pdx.edu/cae/default.html>

Faculty Mentor Program, Arizona Western College
<http://www.awc.cc.az.us/cte/mentor.asp>

Mentoring Resources from Portland State University
<http://www.oaa.pdx.edu/CAE/programs/menresc.htm>

The Mentors Directory, Mentors Peer Resources
<http://www.mentors.ca/mentor.html>

FACULTY, MARK YOUR CALENDARS!

The CTE Faculty Portfolio Retreat is scheduled for March 21 and 22, 2003



After Mid-Term Exams—A Fun Link for Teachers
The Grandmother Syndrome
<http://biology.ecsu.ctstateu.edu/People/ConnRev>

Reinert Center for Teaching Excellence Faculty Programs

2nd Wednesday's Brown Bag Series

**Seven Principles for Good Practice in Undergraduate Education*
CTE Faculty Resource Room, DuBourg 261, Noon - 1:00 p.m.

November 13, 2002

December 11, 2002

January 22, 2003 (3rd Wednesday)

February 12, 2003

March 19, 2003 (3rd Wednesday)

April 9, 2003

Service Learning Brown-Bag Lunch

Wednesday November 20, 2002 from 12:00-1:00 in Verhaegen 219

Topic: "Service Learning"

Presented by Christy Finsel, Service Learning Coordinator,
Saint Louis University Center for Leadership and Community Service

"Does Your Online Course Need Extra Credit to Pass?"

A Satellite Teleconference presented by STARLINK,
Co-sponsored by the School for Professional Studies and
Reinert Center for Teaching Excellence

November 12, 2002

1:30-3:00 p.m.

Locations: Verhaegen 212, Xavier Annex 203 and School of Nursing-Lecture Hall C

Please visit the following CTE link for more details:

<http://www.slu.edu/centers/cte/schedules/teleconferences.html>

60 Minutes: Technology in an Hour

November 5, 2002, 12:00-1:00 p.m.,

Verhaegen 212, Frost Campus

Using On-Line Templates to Create Websites

Mary Stephen, Reinert Center for Teaching Excellence and Sandy Gambill, ITS Senior Academic Analyst

November 19, 2002, 12:00-1:00 p.m.,

Verhaegen 212, Frost Campus

Alternative Uses of Search Engines

(Plagiarism)

Martha Allen, Pius XII Memorial Library and Sandy Gambill, ITS Senior Academic Analyst

December 3, 2002, 12:00-1:00 p.m., Location TBA, Health Sciences Campus

Endnote

Randy Richter, Physical Therapy

CTE EFFECTIVE TEACHING SEMINAR SCHEDULE

Remaining Fall Schedule

October 29 @ 1:30 p.m. & November 1 @ 1:30 p.m. Verhaegen 212	Integrating Technology in Teaching Strategies Dr. Mary Stephen, Associate Director Reinert Center for Teaching Excellence
November 4 @ 1:00 p.m. Health Sciences Center Center for Advanced Dental Educ. Ringenberg Lecture Hall	Using Cases in Teaching: Considering “Why?” and “How?” Dr. Jim Fisher, Marketing, CSB
November 5 @ 2:00 p.m. Verhaegen 212 & November 8 @ 1:30 p.m. Verhaegen 219	Syllabus Development Dr. Ann Rule, Educational Studies
November 12 @ 1:30 p.m. Verhaegen 212, Xavier 203 (counts as an elective seminar)	“Does Your Online Course Need Extra Credit to Pass?” Teleconference co-sponsored with School for Professional Studies
November 18 @ 1:00 p.m. Ringenberg Lecture Hall Center for Advanced Dental Educ. Health Sciences Campus	“Tailoring Your Talk: Applications of web-based resources for diverse audiences” Martha Allen, Dr. Miriam Joseph, Jamie Schmid, Pius XII Memorial Library
November 19 @ 11:00-1:00 p.m. & November 22 @ 11:00-1:00 p.m. Verhaegen 219 (Brown Bag Lunch, CTE will provide Beverages)	Active Learning Dr. Russell Blyth, Mathematics
November 26	Deadline for completion of portfolios for December certificate awards
December 6 @ 3:30-5:00 p.m. Verhaegen 119	Certificate Ceremony

CTE EFFECTIVE TEACHING SEMINAR SCHEDULE

Spring Schedule

January 14 @ 1:30 p.m. &
January 17 @ 1:30
Verhaegen 219

Finding a Professional Identity
Dr. John Pauly, Communication

January 28 @ 1:30 p.m. &
January 31 @ 1:30 p.m.
Verhaegen 219

Classroom Assessment Techniques
Dr. Julie Weissman and Ken Boning
Office of Institutional Study

February 11 @ 1:30 p.m. &
Verhaegen 219
February 14 @ 1:30 p.m.
Verhaegen 212

The Teaching Portfolio
Dr. Jim Korn, Psychology

February 25 @ 1:30 p.m. &
February 28 @ 1:30 p.m.
Verhaegen 219

Enhancing Student Involvement
Dr. Brian Till, Marketing

March 4 @ 1:30 p.m. &
March 7 @ 1:30 p.m.
Verhaegen 219

Managing Discussions & Collaborative
Learning
Dr. Tom Kramer, Psychology

March 25 @ 1:30 p.m. &
March 28 @ 1:30 p.m.
Verhaegen 212

How Thinking Styles Inform
Teaching and Learning Styles
Dr. Mary Rose Grant
School for Professional Studies

April 8 @ 1:30 p.m. &
April 11 @ 1:30 p.m.
Verhaegen 212

Course Curriculum & Design
Dr. Tim Hickman, Office of Curricular
Affairs and School of Medicine

April 22 @ 1:30 p.m. &
April 25 @ 1:30 p.m.

TBA

May 2 @ 3:30-5:00 p.m.
Verhaegen 119

Certificate Ceremony & Reception

REINERT CENTER FOR TEACHING EXCELLENCE TEACHING MENTORS

List of current mentors for Graduate Students

Rob Anderson, Ph.D., Professor, Communication
Bernhard A. Asen, Ph.D., Associate Professor, Theological Studies
Russell Blyth, Ph.D., Associate Professor, Mathematics
Mary Domahidy, Ph.D., Associate Professor, Public Policy Studies
Miriam Joseph, Ph.D., Reference Librarian and Associate Professor
Seung H. Kim, Professor, Ph.D., Finance and International Business
John Pauly, Ph.D., Professor, Communication
Steven Puro, Ph.D., Professor, Political Science and Public Policy
T. Michael Ruddy, Ph.D., Professor, History
Stephen P. Wernet, Ph.D., Professor, Social Work and Public Policy Studies

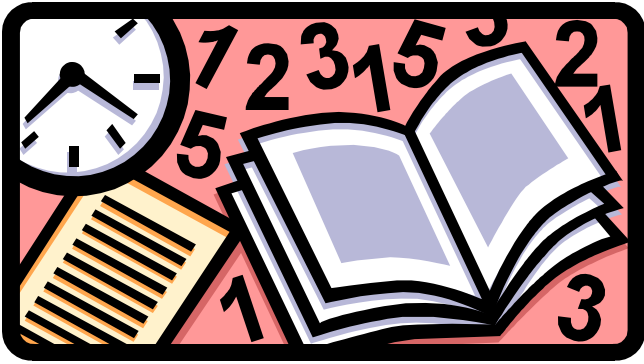


Responsibilities of Mentors of Graduate Students In the Teaching Certificate Program

Graduate students who are working toward a Certificate in University Teaching Skills are required to identify a mentor who will review the student's teaching materials and provide advice. The specific responsibilities of mentors are:

1. Read a draft of the student's teaching philosophy and meet with the student to discuss that document.
2. Meet with the student to review a videotape of the student's teaching. The student should write a summary of the mentor's comments.
3. Review the entire teaching portfolio prepared by the student.
4. Write a letter about the student's teaching that will become part of the portfolio.

Mentors may want to help students in other ways such as visiting one of the student's classes or occasionally meeting with the student for informal discussions on teaching.



The Ten Commandments of Mentoring

1. Don't be afraid to be a mentor. Many mentors underestimate the amount of knowledge that they have about the academic system or their organization, the contacts they have, and the avenues they can use to help someone else. A faculty member does not have to be at the absolute top of his or her profession or discipline to be a mentor. Teaching assistants can mentor other graduate students, graduate students can mentor undergraduates, and undergraduate mentors can help those beginning the major.
2. Remember you don't have to demonstrate every possible faculty role to be an effective mentor, but let your mentees know where you are willing to help and what kind of information or support you can give that you believe will be particularly helpful. Be clear about whether you are willing to advise on personal issues, such as suggestions about how to balance family and career responsibilities.
3. Clarify expectations about how much time and guidance you are prepared to offer.
4. Let mentees know if they are asking for too much or too little of your time.
5. Be sure to give criticism, as well as praise, when warranted, but presented with specific suggestions for improvement. Do it in a private and non-threatening context. Giving criticism in the form of a question can be helpful, as in "What other strategy might you have used to increase student participation?"
6. Where appropriate, "talk up" your mentees accomplishments to others in you department and institution, as well as at conferences and other meetings.
7. Include mentees in informal activities whenever possible—lunch, discussions following meetings or lectures, dinners during academic conferences.
8. Teach mentees how to seek other career help whenever possible, such as funds to attend workshops or release time for special projects.
9. Work within your institution to develop formal and informal mentoring programs and encourage social networks.
10. Be willing to provide support for people different from yourself.

(Taken from: Sandler, B. 1993. *Women as Mentors: Myths and Commandments*. Chronicle of Higher Education. March 10, 1993)

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Published by the Reinert Center
for Teaching Excellence staff.
Please contact Lori Hunt, *Note-
book* editor, if you have any com-
ments, suggestions or questions,
huntla@slu.edu.

Special Thanks

The Reinert Center for Teaching Excellence would like to express gratitude to two of our colleagues who have stepped down from the Advisory Board, Dr. Gerry Magill, Director of the Center for Health Care Ethics and Dr. Louise Flick from the School of Nursing. We appreciate the contributions that Drs. Magill and Flick have made to the board. They will be missed.