

## COES Mentors:

Welcome to our six new Mentors! I hope that all of our "old" Mentors have had a chance to meet with your Mentee at least once this fall! Time can get away from you before you know it, so when you meet, be sure to schedule your next meeting before you leave. *Research shows that mentoring really does benefit you via the increased stimulation from those bright, creative new colleagues.* As always, the goal of our **monthly e-newsletters** are to provide information on resources, upcoming events, mentoring tips and other items of interest designed to help you be more effective.

**\*Take a lunch break.** A great and convenient way to meet your Mentee is to grab some lunch at the Ropp Center on campus. Not only is it centrally located, but the food is good, the line is short, and the price is a bargain! In an hour, you can work in both lunch and an opportunity to answer questions and provide advice on teaching, research, service, worklife balance, and more. Stop and email your Mentee now to set up a lunch meeting before the end of October.

**\*Make an Appointment with Yourself.** This is the time of the quarter when most of us realize that some of the things we were planning to do this fall may not get done. That's because we are all prone to respond to the urgent (the ringing phone, that email, the waiting student, etc.) over the important. One way to make sure the important things - research, that paper or proposal - get done is to get a planner or electronic calendar and make appointments with yourself! Encourage your Mentee to schedule time for these important efforts. Share *your* most successful tips and strategies for "escaping" and getting work done. Give them permission to prioritize and "just say no" sometimes, so that those important things get done!

**\*Send those Graduate Students to School.** Twice a month, on **Thursdays from 12 - 1 p.m. in Room 157 of the Biomed Building**, we have a **COES Graduate Seminar**. The goal of the seminar is to provide graduate students with professional development training designed to help them be more successful graduate students *now* and more successful professionals *later*. Encourage your Mentee to send their graduate students to the seminar - it provides mentoring for their students that will free your Mentee from some of those tasks. Talk with your Mentee about how you train graduate students, your expectations for graduate students, and ways to address common problems. The next COES Graduate Seminar is scheduled for **Thursday, November 1**.

**\*Come see the Bulldogs at Homecoming!** Even if you aren't a football fan, the explosive Bulldog football team is a must-see this year. What better game to see than **Homecoming, Saturday, October 27!** Dow Chemical will be sponsoring a huge tailgating tent at the stadium for the College of Engineering and Science, with free food from 12 noon - 2 p.m. and some give-aways before the game. Just call the Tech Ticket Office at 257-3631 to get your game tickets - the game starts at 3 p.m.. Better yet, meet your Mentee and their friends/family at Aillet Stadium to tailgate before the game!

**Mentoring Tip for October:**

\*I once taught a calculus class composed entirely of students who had either dropped or made a D or F the previous quarter. They were hard workers (those that weren't didn't repeat the class!), but they weren't "getting it". So I asked them to take a **Learning Styles Inventory** (see "ILS Questionnaire") developed by well-known Researcher-turned-Engineering-Educator Dr. Rich Felder. What I found was this: the majority of students in the class were visual learners (all that algebra and trig, it turns out, use verbal skills). About half were global learners ("big picture" versus details). Felder's **Description of the Learning Styles** contains practical advice on how to turn learning preferences into strengths, so I also asked the students to read it and try three study tips at home. I tried tips for visual and global learners in class - using colored markers, starting off each class with a reminder of the overarching goal(s) for the class and how what we were doing that day fit in, etc. The results were encouraging - some students went from F's to B's overnight as they adjusted their studying to match the way they learn. The majority of the class made a C or higher and moved on - some of them became members of national award-winning competition teams, senior design teams with wildly successful projects, and more. And I have continued to use the tips I learned that quarter in every class I teach. Check it out - take the inventory with your Mentee or talk about the strategies together. Share what you have learned about helping students who struggle with "getting" it! Questions? Contact the OWISE Office at 257-2101 or [advance@latech.edu](mailto:advance@latech.edu).