

Xavier University of Louisiana, February 12, 2016
12-12:50pm:

Collaborative communication in mentoring: Aspects and assumptions of a reflective practice model.

Presenters: Taimi Olsen (University of Tennessee – Knoxville) and Laurel Willingham-McLain (Duquesne University)

Wouldn't you like to go even deeper in fostering reflection in mentoring relationships? Would you like to recognize and build on the skills you already have? In this workshop, we will present the assumptions and habits of a reflective practice model . As participants, you will have the opportunity to

- ✓ Become familiar with 4 of the 7 habits of reflective practice
- ✓ Identify examples of the “habits” in dialogue scripts and your own experience
- ✓ Articulate 1-2 next steps for implementing the “habits” in your mentoring
- ✓ Leave with an annotated list of resources to help guide your next steps

Presenter bios



Taimi Olsen (Ph. D. University of North Carolina at Chapel Hill) is the Director of the Tennessee Teaching and Learning Center at the University of Tennessee Knoxville, having joined the center in the fall of 2009. She holds her doctorate in American and Twentieth Century Literature, with publications including studies on E. E. Cummings. She previously taught at Tusculum College in Greeneville, Tennessee, where she served as Department Chair as well as serving as Competency Director (overseeing general education assessment) and Arts and Sciences Director. She is recently published in the *Academic Commons* and *New Directions in Teaching and Learning*. Her workshop and presentation topics include issues of assessment, visual learning, threshold concepts, and flexible classrooms. tolsen@utk.edu, <http://tenntlc.utk.edu/>



Laurel Willingham-McLain (Ph.D. French Linguistics, Indiana University) directs the Duquesne University Center for Teaching Excellence, which helps faculty and graduate students *excel as teacher-scholars deeply invested in their students' learning*. She consults with faculty on teaching and academic career success, and with chairs and program directors on academic leadership and learning outcomes assessment. Over the past four years, she and Duquesne colleagues have developed a growing faculty near-peer mentoring program on which she is conducting qualitative research. She has served many leadership roles in the Professional and Organizational Development (POD) Network in Higher Education, and is currently co-chair of the Professional Development Committee. Her work on faculty and TA teaching awards as well as syllabi and future faculty development is published in *To Improve the Academy*, *Studies in Graduate and Professional Student Development*, *the International Journal for Academic Development*, and the *Journal of Faculty Development*. willingham@duq.edu, www.duq.edu/cte