

Being a Doctoral Mentor for a Talbot Ph.D. Student in the Hybrid/Modified-Residential Program

Updated Spring 2015

Introduction

The Talbot Ph.D. program in Educational Studies is provided in a traditional residential format, and in a hybrid or modified-residential format. Students in the residential program have opportunities to interact with doctoral faculty throughout the year, but students in the hybrid/modified-residential program are only on campus five weeks a year. This limits their opportunities to dialog with doctoral faculty and be mentored into various aspects of academic life and work. To supplement what our faculty members are able to provide for hybrid/modified-residential students, we have developed a “Doctoral Mentor” program that involves a faculty member with an earned doctorate who serves in the student’s own institution. We invite you to serve as a Doctoral Mentor for one of our students. It is not necessary to be teaching in the same fields or disciplines. After reading below about what this involves, if you agree to do serve as a Doctoral Mentor for this student, please sign the form below and give it to the student to send to us as part of the program application.

Being a “Doctoral Mentor”

A Doctoral Mentor is a faculty member with an earned doctorate that the Talbot doctoral student can interact with on a regular basis in his or her own educational institution. The mentoring provided is informal, with a focus on exposing the student to the wide range of activities and issues associated with teaching, research, and service in higher education. Time should be available for at least monthly informal times together, possibly over refreshments or a meal, to discuss issues of teaching, research, writing, and service both inside and outside the educational institution. The key is for the Doctoral Mentor to be willing to share his or her life experiences with the doctoral student, allowing the student to grow in understanding of the life and work, struggles and joys, of service in higher education. In addition, as the student is also involved in teaching, we ask the Doctoral Mentor to be available as a resource and support to the student as he or she strives to grow as a teacher, and as a budding researcher and contributor to the field. Time should be taken to interact about the student’s studies, research interests, and research efforts as he or she completes coursework and moves through the dissertation phase.

Ideas for Mentoring

Regular interaction is important (at least once a month during the school year), and there are a variety of activities that can be helpful. Here are several ideas for how a Doctoral Mentor could support the doctoral student as he or she progresses through the Ph.D. program:

1. Monthly breakfast or lunch together to discuss recent teaching experiences, resources for growing as a teacher, progress in the doctoral program, and ways of coping with the demands of work, studies, and family life.
2. Visiting each other’s classrooms, then meeting over refreshments to discuss teaching issues, challenges, and ideas.

3. Attending an academic conference together, taking time to debrief on what you saw and heard.
4. Serving on a school committee or task force together, taking time to discuss opportunities for service at your institution.
5. Reading over each other's course syllabi, and meeting to discuss how they were developed, and what you can learn from each other's approaches.
6. Meet to discuss your learning assessment approaches and efforts in your courses. How do you design your assignments, and how do you grade them? What are you looking for, and how do you provide feedback to students to promote growth in learning?
7. Because pursuing doctoral studies part time on top of work can be a challenge, take time to share about how he or she is doing, how you can pray for him or her, and take time to pray together.

Willing to Serve?

If you feel you can invest in the life of this doctoral student at your institution with some of the ideas described above, please fill out and sign the form below. Thanks for prayerfully considering this. If you have any questions, please contact the program director, Kevin Lawson, at: kevin.lawson@biola.edu

Name of Doctoral Student: _____

Institution: _____

Name of Doctoral Mentor: _____

_____ Yes, I am willing to serve as a Doctoral Mentor for this student from our school as he or she progresses through the Ph.D. program at Talbot School of Theology. I am able to meet with him or her on a regular basis (at least once a month during the school year) and am willing to invest time in helping support the student in his or her development as a teacher and doctoral student.

Signature: _____

Date: _____

Note: Keep a copy of this signed form for your own records

Note: Once signed, please give this form to the student who is applying for the hybrid/modified-residential Ph.D. program at Talbot. If for some reason that is not convenient, please scan and send the document to: kevin.lawson@biola.edu, or mail it to:

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