The Baldwin Program: Academic Mentors

Baldwin Mentors are peer academic counselors who work with Bowdoin students committed to discovering strategies and approaches that will best help achieve their personal academic goals. Mentors work with individual students and small groups, and might be asked to facilitate workshops and study groups.

Applicants for academic mentor positions must be in good academic standing. Motivation, interest, enthusiasm, openness to diversity and the ability to maintain strict confidentiality are essential characteristics of successful mentors. Mentors are required to commit a minimum of 3 hours per week throughout the semester.

Baldwin Mentor Application Process

The Baldwin Mentors for the 2018-19 year have already been hired and trained. If you are interested in becoming a Mentor for 2019-20, send an email indicating your interest to Kathryn Byrnes, Director of the Baldwin Program, at kbyrnes@bowdoin.edu.

The Writing Project: Writing Assistants

Writing Assistants Are: 1. Bowdoin students who understand how hard it can be to write a paper. 2. Students nominated by professors and/or peers on the basis of writing, reading, and communication skills. 3. Intelligent, attentive readers who have been trained to provide constructive and critical feedback on their peers' writing.

Within the Writing Assistant job, the Assistants 1) work within a designated “Writing Project” course 2) hold Writing Workshop hours in the Center for Learning and Teaching five times a semester, and 3) occasionally may take on an optional, semester-long role as a “Writing Partner” to an individual student.

Writing Assistant Selection Process

Writing Assistants are selected on the basis of their writing, reading, analytical, and oral communication skills. Potential Writing Assistants are nominated by professors and/or peers. (Watch for an e-mail from Meredith McCarroll, Director of Writing and Rhetoric.) Self-nominations are also accepted. All nominees are invited to apply. After an interview process, candidates are notified before registration begins whether they have been chosen as Writing Assistants in Training (WAIT). All WAITs enroll in a training seminar, Education 251: The Teaching of Writing: Theory and Practice, in the semester following their selection.

Potential candidates may want to speak with the interim Director of the Writing Project, Morten Hansen (207-798-4102, mhansen@bowdoin.edu), or ask an experienced Writing Assistant about the position.
Center for Learning and Teaching: Receptionists

Receptionists in Kanbar 102, the home of the Center for Learning and Teaching (CLT), have shifts during the day and/or in the evening hours. Receptionists are knowledgeable about the Center’s various programs so that they can be responsive to student and faculty visitors to the Center. Receptionists also work with the Q-Tutors, Mentors and Writing Assistants when tutoring sessions and Writing Workshops are held during their shift. A genuine interest in helping others and a friendly, approachable and positive attitude are key attributes for a CLT. Familiarity with, or already being a recipient of CLT services is a plus in the selection process.

Receptionist Application Process

If you are interested in becoming a receptionist for 2019-20, stop by the Center or send an email to Tammis Donovan, Administrative Coordinator of the Center for Learning and Teaching, tdonovan@bowdoin.edu.

The Quantitative Reasoning Program: Q-Tutors

The Quantitative Reasoning Program supports all students in strengthening their understanding and application of mathematical, logical, and statistical skills. Q-tutors provide the following services:

- **Study Group Leaders**: Also known (depending upon the department) as TAs or LAs, these Q-tutors work closely with the faculty member in one quantitative course such as: MATH/ECON/CSCI/DCS/BIOL/CHEM/PHYS/PSYC/PHIL. A study group leader typically provides one to two sessions a week for students from the course to work together on course material. These sessions are meant to be dedicated spaces for collaborative work on course material with the study group leader facilitating the learning process.

- **CLT Tutoring**: Q-tutors hold hours SUN-THU nights from 7:00-10:00 PM in the Center for Learning and Teaching (CLT) Kanbar 102, providing assistance for a wide array of courses in MATH/ECON/BIOL/CHEM/STAT.

- **Individual Tutoring**: Q-tutors provide one-on-one assistance for students in quantitative courses. These assignments are made only in consultation with the faculty member and require faculty member approval.

The Quantitative Reasoning Tutor Selection Process

Q-tutors and Study Group Leaders for courses that require quantitative skills are referred to the Center for Learning and Teaching by their professors. Qualified students are encouraged to communicate their interest in becoming a Q-tutor to their professors. Upon referral, students will be trained by Eric Gaze and James Broda of the Quantitative Reasoning Program in the art of quantitative skills tutoring. For more information, you may want to contact Eric Gaze, Director, egaze@bowdoin.edu, or James Broda, jbroda@bowdoin.edu, Assistant Director of the Quantitative Reasoning Program, or ask an experienced Q-Tutor about the position.

Peer Tutoring in the Languages

If you are skilled in a foreign language and are interested in being a tutor, let the Department Chair and/or Lisa Flanagan, Advisor for English for Multilingual Speakers, know. FMI: Contact Lisa Flanagan at lflanag2@bowdoin.edu.