

## CTL as Community of Practice for Mentoring: A Case Study

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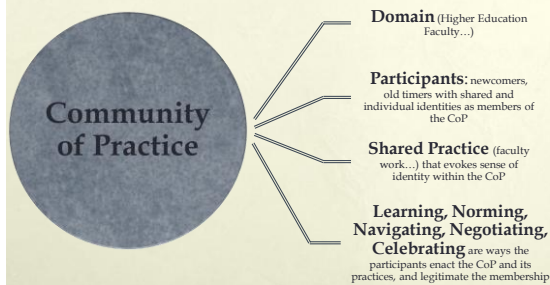


## Overview of the Session

- ✧ Introductions
- ✧ Underlying Concepts
- ✧ Our Case Study
- ✧ Shared Activity & Conversation
  - ✧ Conceptual mapping activity
- ✧ Final Thoughts
  - ✧ Participant Takeaway:
    1. Identification of current and potential approach to faculty work
    2. Leveraging mentoring to support their own and colleague's work as faculty

## Underlying Concept: Community of Practice

CoP enacted through shared engagement in a common practice, of a common domain that supports a shared sense of individual and communal identity.



## Underlying Concept: Modes of Mentoring

- ✧ **General Definition of Mentoring**
  - ✧ A process that occurs within a relationship that has as its basis the development of expertise or other cultural competence for at least one of the participants.
- ✧ **Dyadic Mentoring**
  - ✧ Paired partnership of experienced and novice (or newcomer) colleagues in which the senior partner shares expertise and guidance with the less experienced partner, for the benefit of the junior partner to gain expertise and other cultural competencies within the community of practice. This is generally sustained over an agreed upon timespan.
- ✧ **Co-Mentoring**
  - ✧ Engagement of peers in mutual, reciprocal mentoring to gain expertise and other cultural competencies within the community of practice. This is generally sustained over an agreed upon timespan.
- ✧ **Networked Mentoring**
  - ✧ Episodic interaction with others (within or outside the community of practice) for specific needs (for information, advice, guidance, entrée to a community of practice...). Activated and quieted on an as-needed basis.

## Purpose of the study

Does CAE activity fit the Smith et al (2013) model of a Community of Practice for mentoring?



- Can we leverage mentoring to enhance CAE activities?
- Assumption: CAE's *mission* is mentoring for faculty development.
- **Questions posed:**
  - Where and when does Center-facilitated mentoring occur or not occur?
  - What modes of mentoring are evident?
  - Who participates in mentoring?
  - Do participants identify as mentors?
  - How do participants learn how to mentor, negotiate mentoring, recognize & celebrate mentoring for faculty & professional development?

## Inquiry Mode: Critical Self Study

Qualitative approaches to support grounded theory building (Strauss & Corbin, 1990), such as content analysis of Center documents and artifacts, and various aspects of participant observation.

## Findings & Implications

- ❖ CAE activities facilitate and/or catalyze three modes of mentoring, regardless of whether mentoring is the stated purpose of the activity
  - ❖ Capitalizing on Center as a mentoring catalyst within a CoP respects and celebrates faculty and professional staff, interrupts expert/novice divides, breaks down some of the barriers between staff & faculty roles.
    - ❖ *Action Steps:*
      - ❖ Organize activities to catalyze mentoring
      - ❖ Make mentoring processes and mentoring opportunities explicit
- ❖ Faculty participants of all ranks and tenure status (including contingent faculty) participated in Center activities and in mentoring, regardless of their orientation toward faculty work
  - ❖ Further analyze patterns of engagement and non-engagement in CAE activities so that the Center can more robustly support the development of a mentoring culture on campus
    - ❖ *Action Steps:* Leverage collaborations with other campus CoP's for faculty work and faculty development to deepen and broaden a mentoring culture on campus

## Mentoring within a CoP for Faculty Development

Shared Practice	Development of group & individual identity	Teaching, Learning, Norming, Negotiating & Celebrating the CoP
<ul style="list-style-type: none"> <li>•co-mentoring, dyadic mentoring relationships &amp; networking embedded within Center's activity</li> <li>•Mentoring and mentoring leadership can be an impetus to or outcome of shared practice</li> </ul>	<ul style="list-style-type: none"> <li>•New faculty mentors – formal &amp; explicit identity within an identified traditional dyad &amp; co-mentoring group.</li> <li>•Participants identify explicitly as co-mentors</li> <li>•Mentoring and mentoring leadership identity are contextualized by socio-cultural factors, formal roles and role-related identities</li> <li>•Leadership identity can be transitional</li> </ul>	<ul style="list-style-type: none"> <li>•Shared meaning and valuations of mentoring and mentoring leadership are negotiated</li> <li>•Transitions, changes and continuity in mentoring and mentoring leadership configurations and practices within the CAE's activity within the CoP</li> <li>•Participants expect to gain access to mentoring or to learn how to mentor, be mentored and to lead through mentoring through participation in CAE</li> </ul>

## 3 Models of Faculty Work



## Traditional Notion of Faculty Work 1

### Disciplinary Scholarship

- Scholarships of Discovery and Application

### Teaching

- Focused on content knowledge and pedagogical skill sets

### Service

- Co-construction of one's scholarly discipline
- Campus citizenship

### Collegiality

- Implicit process in scholarship, teaching & service
- Explicit personal characteristic

## Porous Categories of Faculty Work 2

### Scholarship

- Traditional Disciplinary Scholarship
- Discipline-specific SoTL

### Classroom teaching

- Focus is on student learning outcomes

### Service

- Profession
- Service to university

### Collegiality

- Explicit or implicit process in scholarship, teaching & service
- Explicit personal characteristic

## Integrated Faculty Work 3

### Disciplinary Scholarship

- Scholarships of Discovery and Application
- Discipline-Specific SoTL
- Generalized SoTL
- CES (community engaged scholarship)
- Public Scholarship

### Teaching

- Disciplinary and pedagogical knowledge and skills serve student learning
- Scholarly teaching
- Engaged teaching
- Scholarly engaged teaching

### Service

- Co-construction of one's scholarly discipline
- Campus citizenship
- Public citizenship
- Community engagement

### Collegiality

- Implicit process in scholarship, teaching & service
- Explicit personal characteristic
- Explicit process in peer review of teaching
- Element of community engagement

### Sample Mixed Trajectory Possibilities

Sample 1

Category	Traditional	Porous	Integrated
Scholarship	X	X	
Teaching		X	
Service	X		
Collegiality		X	

Sample 2

Category	Traditional	Porous	Integrated
Scholarship		X	
Teaching			X
Service			X
Collegiality			X

Sample 3

Category	Traditional	Porous	Integrated
Scholarship	X		
Teaching		X	
Service		X	
Collegiality		X	

Sample Yours

Category	Traditional	Porous	Integrated
Scholarship			
Teaching			
Service			
Collegiality			

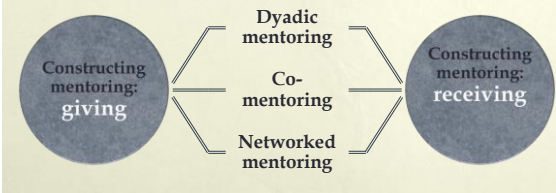
### Which Model of Faculty Work Fits You?

- What has been your predominant model of faculty work?
- Has your model of faculty work changed over time?
- Do you expect to change your model of faculty work?

	Scholarship	Teaching	Service	Collegiality
Traditional				
Porous				
Integrated				
Mixed				

### Which Models of Mentoring Suits You?

- In which modes of mentoring work do you engage when you are more expert?
- In which modes of mentoring do you engage when you are less expert?
- When do you give mentoring? When do you receive mentoring?



### Mentoring Across Three Models of Faculty Work

	Scholarship	Teaching	Service	Collegiality
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### Final Thoughts and Next Steps



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Thank you!