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.

  - Domain: Higher Education Faculty...
  - Participants: newcomers, old-timers with shared and individual identities as members of the CoP
  - Shared Practice: faculty work... that makes sense of identity within the CoP
  - Learning, Norming, Navigating, Negotiating, Celebrating... ways the participants enact the CoP and its practice, and legitimate the membership

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 quiescent 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.

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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:
      - Organize activities to catalyze mentoring
      - Make mentoring processes and mentoring opportunities explicit

Mentoring within a CoP for Faculty Development

- New faculty mentors – formal & explicit identity within an identified traditional dyad & co-mentoring group
- Participants identify explicitly as co-mentors
- Mentoring and mentoring leadership identity are contextualized by socio-cultural factors, formal roles and role-related identities
- Leadership identity can be transitional
- Mentoring and mentoring leadership can be an impetus to or outcome of shared practice

Shared meaning and valuations of mentoring and mentoring leadership are negotiated
- Transitions, changes and continuity in mentoring and mentoring leadership configurations and practices within the Center’s activity within the CoP
- Participants expect to gain access to mentoring or to learn how to mentor, be mentored and to lead through mentoring through participation in CAE

Traditional Notion of Faculty Work

Disciplinary Scholarship
- Scholarships of Discovery and Application
- Discipline-specific SoTL
- Generalized SoTL

Teaching
- Focused on content knowledge and pedagogical skill sets
- Disciplinary and pedagogical knowledge and skills serve student learning
- Scholarly 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
- Element of community engagement

Porous Categories of Faculty Work

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

Disciplinary Scholarship
- Scholarships of Discovery and Application
- CES (community engaged scholarship)
- Public Scholarship
- Public citizenship
- Community engagement

Teaching
- Engaged teaching
- Scholarly engaged teaching

Service
- Co-construction of one’s scholarly discipline
- Campus citizenship
- Community engagement

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

3 Models of Faculty Work

Traditional
- Notion of Faculty Work
- Disciplinary Scholarship
- Teaching
- Service
- Collegiality

Porous
- Categories of Faculty Work
- Scholarship
- Classroom teaching
- Service
- Collegiality

Integrated
- Faculty Work
- Disciplinary Scholarship
- Teaching
- Service
- Collegiality

Calderwood & Klaf (2014). Fairfield University.
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

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Final Thoughts and Next Steps

- Models of faculty work
- Mentoring modes
- Community of Practice
- Action Plans

CTL as Community of Practice for Mentoring: A Case Study

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Thank you!

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