“An Institutional and Personal Look at Creating a Faculty Community: The Master Learner Model and Mentor-Mentee Approach in Bunker Hill Community College’s Learning Communities and Community Engagement”

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Teaching and Learning is always ......
BUILDING COMMUNITY: MASTER LEARNER AND MENTOR-MENTEE MODEL

By Aurora Bautista
What is a community?

• Selznik (1996) identifies seven elements of community: history, identity, mutuality, plurality, autonomy, participation and integration.

As a faculty are we able to build a “community”? 
• HISTORY - shared culture
• IDENTITY - acknowledgement of individual and group accomplishments within the community. Importance of articulating the "focus or purpose of the community" and outlining the requirements and rituals.
• MUTUALITY - interdependence and reciprocity (or Selznik terms mutuality); commonly held concerns by members and sharing ideas and possible solutions
• PLURALITY – expectation and opportunities for multiple interaction
• AUTONOMY – individual identity; avoid group think
• PARTICIPATION - Without active participation the learner does not exist.
• INTEGRATION - creating belief statements and evolving group norms and learner centered philosophy that supports individual expression while building group identity
LEARNING COMMUNITY & COMMUNITY ENGAGEMENT

INDIVIDUAL FACULTY
Together we can achieve
Islands of knowledge have little purpose. Understanding and powerful ideas come from the construction of knowledge and the associated connections.

- Smith, B.L (1993) Creating Learning Communities. Liberal Education.
Our sense of community is built on social interactions. These interactions are made possible through structural supports of our educational institutions.
STRUCTURAL SUPPORT IN COMMUNITY ENGAGEMENT: MENTOR-MENTEE

By Meghan Callaghan
Massachusetts Department of Higher Education *Vision’s Project*. The Vision Project identified seven key outcomes in which Massachusetts needs to lead:

**KEY OUTCOME 5: PREPARING CITIZENS**

- Providing students with the knowledge, skills and dispositions to be active, informed citizens.

Received funding for three years to raise the level of ‘civic activism’ on campus through course-based projects.

**Community Engagement Faculty Mentoring Project**
Goals:
- Match up seasoned faculty with new faculty to explore how ‘civic activism’ projects could be integrated within existing courses.
- Survey students in courses to see if civic perceptions and attitudes changed through participating in project.

Timeline:
- Fall- Mentoring Project
  - 5 pairs across disciplines
  - 3 trainings on best practices of Community Engagement within pairs
  - Created ePortfolio for pairs to utilize
  - Mentor Faculty guides Mentee in developing a new ‘civic activism’ project for spring semester
- Spring- Implementation of projects and surveys
  - Pre-Survey completed by week 6 (before)
  - Post survey completed by week 15 (after)
First Year Results

• 330 students participated within 10 courses (15 sections; HIS, SOC, PSY, CIT, and LCS) with Civic Activism Projects in spring 2013
  • Out of the 330 students, 257 completed (D or better) and 249 completed (C or better)
• 60 students completed both pre and post survey
  • 43 students self-reported gains in civic attitudes
  • 15 students self-reported losses in civic attitudes
  • 2 students self-reported no change
  • 9 students attended an additional focus group

Lesson Learned, Changes taking place this year

Civic Activism
THE MENTEE PERSPECTIVE
By Latasha Cooper Sarpy
Hersey-Blanchard Situational Leadership Model

- Directing
- Coaching
- Supporting
- Delegating
"It is the third most powerful relationship for influencing human behavior (after the family and couple relationships) if it is working." (Richard E. Caruso, PhD)

- Driver of Relationship
- Development Planner
- Resource Partner
- Teacher
- Continuous Learner

(ASHLA, 2013)

Role of the mentee
• Discussion to put theories into practice
• Having someone to trouble-shoot with
• Having someone who believes in you and your ability
• Having assistance with creating new ideas and activities
• Being held accountable and making sense of the feedback
• Become a more informed consumer in the product
The next steps
SUPPORT FROM LEARNING COMMUNITIES USING MASTER LEARNER

By Aurora Bautista
• Smith, B.L (1993) Creating Learning Communities. Liberal Education

• Model is the Federated Learning Communities where you have a Master Learner, a faculty member who enrolls in the other courses and takes them alongside students. The Master Learner's course draws connections between the other courses.
"you as the master must make your thinking transparent to the learner."
"The coach’s legitimacy does not depend on his scholarly attainments or proficiency as a lecturer but on the artistry of his coaching practice." The question is not how much you know, but rather how effectively you can help others to learn."