



## Teaching as a Collective Endeavor: Lessons from CBU's CTL's Mentorship Model

Terry MacDonald and Nicole MacDougall (Cape Breton University)

We will explore how the Cape Breton University Centre for Teaching and Learning (CTL) utilized a mentorship collective model to foster community and enhance expertise within a small but dedicated team focused on teaching and learning. The initiative evolved out of both a teaching chair program, a cornerstone for supporting innovative teaching practices, as well as 'teaching triangles' with small groups of faculty providing feedback in a structured format. Our aim with the Mentorship Collective is to provide participants with access to a collective learning environment where early career and more established faculty can simultaneously experience both the mentee and mentor role. New faculty seek out the services of the CTL and are eager to develop networks and supports across the institution, and this program allows the established CTL clientele to "increase their expertise and better serve mentees while development of a community of practice is taking place" (Lari & Barton, 2017).

## References

- Kim G. C. Hellemans, Wayne Horn, Vincent Kazmierski, Martha Mullally, & Eileen Harris. (2023). Developing and Implementing a Blended Faculty Teaching Mentorship Program: A Canadian Pilot Project. *Canadian Journal for the Scholarship of Teaching and Learning*, 14(2).
- Lari, P., & Barton, D. H. (2017). Building Communities of Practice through Faculty Mentorship Programs. *International Journal of Adult Vocational Education and Technology*, 8(4), 1–12.