Creating and Sustaining a Mentoring Culture
Faculty Learning Community on Mentoring (FLCM)
Agenda

- What has been FLCM’s journey?
- What is our rationale, and why have we chosen this mentoring model?
- What is the framework for our model?
- What will be the benefit for our faculty community?
- What are our future plans?
FLCM’s Journey in Practice

- Program Manager’s onboarding dilemma
- Loss of 2 rock-star new hires
- Mentoring brainstorm session at PED
- Working group formation
- Learning plan
- Institutional support & funding (Stearns Center)
- FMLC (Learning Community) formation
- Books and articles

- Assigned readings & lit review process
- Conference travel
- Faculty input workshops (PED, Faculty Conference)
- Program goals & values
- Faculty Assembly approval of program
- Budget dollars requested (future)
- FMLC launch in Fall 18
FMLC’s Journey in Numbers

11 meetings held, 3 workshops offered

1. September 23, 2016 (PED)
2. February 14, 2017
3. April 5, 2017
4. May 16, 2017
5. September 12, 2017
6. September 26, 2017
7. November 7, 2017
8. November 28, 2017
9. Feb 13, 2018
10. Feb 16, 2018 (PED)
11. March 23, 2018
12. April 20, 2018
13. May 2, 2018
14. May 14 (Faculty Conference)
FMLC’s Journey in Numbers
8 members joined

1. James Steele
2. Sharon Doetsch-Kidder
3. Esther Namubiru
4. Esther Kim

1. Aimee Weinstein
2. Amy Lewis
3. Christina Brady
4. Steve Harris-Scott
FMLC’s Journey in Numbers

33 articles, 5 books, 5 online resources - browsed, read, reviewed & discussed

OneDrive reading collection reflects breadth of research:
FMLC’s Journey in Numbers

6 Goals Set

1. Increase and improve communication and collaboration between veterans and newer (in program/in field) faculty and improve transmission of organizational culture

2. Recognize and bring together people with different strengths, knowledge, resources to build a professional community and wellbeing through meaningful connections

3. Create a culture of professional support and personal development through reflection and conversation

4. Professional development – awareness of campus and broader resources, career development options

5. Equip teachers from all levels to do their jobs more effectively and to reach the goals that they set for themselves

6. Increase knowledge, self-efficacy, confidence, and sense of belonging
Recognized needs

Support
- Support and professional development for new faculty

Community
- Desire to connect people with different strengths, knowledge, and resources to support professional development and personal well-being

Culture
- Desire to grow a culture of professional development and personal support to increase self-efficacy and sense of belonging
Logic Model

**Resources/Inputs**
1. Program Coordinator
2. Participants (service credit)
3. Budget

**Activities**
1. Recruitment, Orientations, One-on-one meetings, Celebrations, Optional events

**Outputs**
1. Each new faculty member paired with a mentor, 90% attend events/meetings, set goals, 
2. & provide feedback

**Outcomes**
1. Communication skills, Work satisfaction
2. Employee engagement

**Impact**
1. Culture of professional and personal development, support, increase of knowledge, self-efficacy, 
2. & sense of belonging
The Mentoring Program: Activities and Structure

What we will actually DO

One on One Activities
- FCPS speaker in August at startup
- Orientations for mentors and mentees
- One-on-one meetings (scheduled)
- A hike
- Holiday party

Group Activities
- Training lunches
- Brown bag lunches
- More one-on-one meetings (scheduled)
- More hiking!?
- End of the year celebrations

Hybrid Model

Sample Activities In A School Year
Roles and Responsibilities

1) **The Mentor**
   a) Regularly support and connect your mentee with resources they may need
   b) Participate in the required mentorship activities
   c) Provide coordinator with updates on the one-on-one mentoring partnership

1) **The Mentee**
   a) Meet with your mentor for the one-on-one scheduled meetings
   b) Participate in the required mentorship activities
   c) Provide the coordinator with feedback about their experience

1) **The Coordinator**
   a) Liaise with the program coordinators to identify potential mentors and mentees
   b) Market the mentoring program
   c) Provide mentors with training materials
   d) Plan, share, and facilitate mentoring activities
   e) Track number of one-on-one meetings and collect feedback about the program
   f) Report to faculty board