Making Connections Across Faculty
Faculty Learning Communities and Mutual Mentoring
Some Goals of Faculty Networking

• Create a supportive campus community
• Celebrate faculty expertise and share that expertise with others
• Increase faculty collaboration across disciplines / break down silos
• Enhance scholarly teaching practices across campus
• Support development of improved teaching and learning through shared goals
• Reduce faculty time spent independently learning and implementing new material
• Create a sense of belonging on campus
What are Faculty Learning Communities?

Image credit: odlearn.com
Faculty Learning Communities

- Topic based FLC – focused on a single topic
- Typically include cohorts of 6 – 10 faculty members on a campus
- FLCs are structured
  - Have a chair
  - Hold regular meetings across the course of a year
  - Develop objectives for the FLC
  - Implement learning in classes
  - Create a deliverable or deliverables
Long-Term Goals OF FLCs

• To build University-wide community through teaching and learning: Create a learning organization
• To increase faculty interest in undergraduate teaching and learning
• To investigate and incorporate ways that difference can enhance teaching and learning
• To nourish scholarly teaching and the scholarship of teaching and its application to student learning
• To broaden the evaluation of teaching and the assessment of learning
• To increase faculty collaboration across disciplines
• To increase financial support for teaching and learning initiatives
• To create an awareness of the complexity of teaching and learning

From Miami University
Faculty Learning Community Grants

- Minimum proposing team of three people with an identified chair and a topic
- Up to $1000 (depending on FY 24 budget)
- One academic year in duration
- Willingness to allow additional faculty members to join
Sample FLC Topics

• Effective Flipped Classrooms Using D2L
• Reconsidering Course Evaluations: Peer Review
• Let's Play: Improved Instruction through Re-Experiencing Learning Using Tabletop Games
• Shifting Instructor and Student Focus From Grades to Learning
• Inclusive Teaching and Learning
• Bringing Real-Life into the Classroom: Project and Case Study Based Learning
• Contract Grading, Specification Grading and Un-grading
• Engaging Students in the Classroom and Online
MUTUAL MENTORING

All materials adapted from the Mutual Mentoring Guide by Sorcinelli, Yun, and Baldi
Traditional Model of Mentoring

Mutual Mentoring Model
Characteristics of Mutual Mentoring

- Mentoring partnerships with a wide variety of individuals
  - Peers, near-peers, tenured faculty, chairs, administrative staff, students, off-campus personnel
- Flexible approaches that accommodate the partners preferences for contact
  - One-on-one, group, zoom, email, chat, etc.
- Partnerships that focus on areas of expertise, not “one-size-fits-all”
- Benefits to all partners, not just the traditional mentee
- A sense of empowerment for early career and underrepresented faculty as agents of their own career development
Priority Areas

- Excelling at Teaching and Research
- Developing Professional Networks
- Creating Work / Life Balance
- Developing a Sense of Belonging on Campus
- Creating a Pathway for Individualized Success
Mutual Mentoring

Grants for FY24

• Individual Microgrants
  – Microgrants for pre-tenured, underrepresented, and teaching faculty
  – Up to $1000

• Team Grants
  – Networks of two or more at any career stage
  – up to $1500
FLC and Mutual Mentoring Grant Applications

Applications due: 11:59 pm May 21
Decisions made by: 5:00 pm May 31
Projects begin August 2023
Applications will be available on the OFDA website starting next Wednesday March 29

Faculty Learning Communities  
https://www.sdsmt.edu/Academics/Faculty/Development/FLC/

Mutual Mentoring  
https://www.sdsmt.edu/Academics/Faculty/Development/MutualMentoring/

Grantee kick-off meetings will be held in August