



So You're A Faculty Learning Partner at Winter Course!

A “Faculty Learning Partner” works with a FIT or guest during the Winter Course to help them define and reach their goals and to provide support. Faculty Learning Partners, like other mentors, often report that they find the relationship supportive and beneficial to them as well. We offer this to help Faculty Learning Partner pairs work together most effectively.

Faculty Learning Partners will be matched with FITs or guests several weeks before the course. They should

- Reach out to the participant via Email.
- Begin to get to know each other (build the ground of health).
- Share learning goals.
- Consider scheduling a phone call to discuss learning goals and PA group assignments.

The Faculty Learning Partner and FIT/guest are not required to be in the same PA group. If the FIT/guest’s learning goals include a deeper understanding of group process and/or working on facilitation interventions, we strongly recommend that the Faculty Learning Partner be in the same group. It can be extremely valuable to debrief and discuss the group process privately, and the Faculty Learning Partner can help the FIT/guest work on their learning goals in and out of group. The WC committee will assume that FIT-guest/Faculty Learning Partner pairs want to be in the same group unless they are told otherwise.

No matter what you decide about being in the same group, you should discuss this decision and the group choice with your FIT/guest before sending in your preferences. Guests and first-time attendees will need more guidance when choosing their facilitator. We do not expect FITs and Faculty Learning Partners to attend the same workshops.

At the course, you should

- Plan to meet with your FIT/guest each morning over breakfast. Continue to build the ground of health and get to know each other.
- Review learning goals at the beginning of the week.
- Check in about the previous day’s experiences and debrief group process for small or large group as that is helpful to the FIT/guest. Ask about (or point out) formation, differentiation, openness interconnection, completion. It may be useful to note the parallel process in your own relationship.
- Be transparent about your own learning goals.
- Provide feedback as skillfully as possible when requested and appropriate. This may be feedback about specific skills or about the participant’s work in the group, depending on their receptivity and learning goals.
- Request and accept feedback when appropriate, both when helpful for your own learning goals and your work as a Faculty Learning Partner.

If you have concerns about the FIT/guest during the course, you may speak with the FIT co-directors at any time. At the conclusion of the course, please reflect with your FIT/guest on the experience and help them identify goals for future work. You might ask what worked well, and what would have made it better.