

# Faculty Learning Communities Conference

June 18-19, 2004

Marcum Conference Center  
Miami University  
Oxford, Ohio

## AGENDA

### Thursday, June 17

- 1:00 p.m. -** Registration open  
**10:00 p.m.**
- 5:30 p.m.** Reception for early arrivals
- 6:00 p.m.** Dinner (optional for FLC Conference; required for OLN Institute); reservations required

### Friday, June 18

- 7:45 a.m. -** Registration open in Marcum Center lobby.  
**10:00 p.m.**
- 7:45 a.m.** Coffee, tea, and danish
- 9:00 a.m.** Welcome and keynote

186 Marcum ***Connecting Hearts and Minds: Learning From the Inside Out***

**Peter Frederick**, Jane and Frederic M. Hadley Chair in History, Wabash College (Retired)

Reflecting after 44 years of learning, teaching, and faculty development in higher education, I have concluded there are only four important things: Less is more, take time to reflect, get “them” to make meaning, and use stories, engage emotions, and otherwise connect hearts with minds with other hearts and minds—my inside with your inside. Dangerous stuff, but the way to deep learning, I think... uh, feel.

## Friday, June 18 (continued)

10:30 - Concurrent sessions  
11:15 a.m.

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### ***An FLC Integrating Information Literacy Within and Across Disciplines***

**Frances Yates**, Diversity Cluster; Outreach Librarian, Miami University

**Cynthia Mader**, Science Library, Miami University

The purpose of Miami University's Information Literacy Faculty Learning Community is to provide a forum for collaboration among librarians and faculty across several disciplines to discuss concepts and applications for integration of information literacy into the curriculum. Broadly defined, information literacy is the ability to locate, evaluate, and use information to become independent lifelong learners. Participants in this community will explore the philosophy and theories of information literacy and the concept of "information citizens." A key outcome will be the design of discipline-specific infusion of information literacy concepts into courses taught by participating faculty.

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### ***Adapting the FLC Model at a Research-Extensive Mega-University: The Ohio State Teaching Enhancement Programs (OSTEP)***

**Alan Kalish**, Faculty & TA Development, The Ohio State University

**Stephanie V. Rohdieck**, Faculty & TA Development, The Ohio State University

Since 2000, The Ohio State University has participated in the Miami University FLC Consortium. In these four years, Faculty & TA Development (the university teaching support unit) has worked with a steering committee to create a program to sponsor a wide range of faculty learning communities. In this session, participants will hear briefly about our experience in adapting the FLC model to an institution where we were advised not to use the term "community" at first, as it would cause skepticism. We will then lead discussion of the variety of possible allies and roadblocks participants may find at their own universities.

**Friday, June 18 (10:30-11:15 a.m. Concurrent sessions,  
continued)**

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Marcum ***An Introduction to Faculty Learning Communities: Utilizing FLCs  
to Solve Problems and Seize Opportunities***

(Chapter 1 of *Building Faculty Learning Communities*)

**Milton D. Cox**, Center for the Enhancement of Learning and Teaching,  
Miami University

In this session we will define and discuss faculty learning communities (FLCs) and ways that they can be involved to engage individual and institutional teaching and learning concerns and opportunities. Session participants will have a chance to pose a concern or opportunity, and then we will suggest ways that an FLC approach can be utilized for success. For example, how can I learn about and implement cooperative learning in my classes—or revise our American Studies curriculum—in ways that will be productive, safe, assessable, and enjoyable?

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Marcum ***Learning From Learning Communities' Learnings***

**Karl L. Schilling**, Center for the Enhancement of Learning and Teaching,  
Miami University

The presentation is drawn from the written case study reports submitted by the institutions involved in the Ohio Learning Network Learning Communities Initiative, 2002-03. In particular, the review highlights the various meanings the word "Time" has had in the various learning communities' projects. From starting times, to over times, the projects grappled with issues of time and timing.

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Marcum ***Bridging the Gap from Graduate Student to Faculty Member:  
Activities of a Learning Community for Preparing Future Faculty***

**Cecilia Shore**, Psychology, Miami University

**Amy Brown**, Psychology, Miami University

**Marie Weakland**, Psychology, Miami University

**Jay Dolmage**, English, Miami University

**Vida Robertson**, Research Graduate School and Scholarship, Miami  
University

In this session, we will give an introduction to Preparing Future Faculty programs and our institution's involvement with this initiative. We will describe why we believe that learning communities serve as good vehicles for PFF programs and give an overview of our program. Several members

**Friday, June 18 (10:30-11:15 a.m. Concurrent sessions,  
continued)**

and classroom assessment projects. Finally, we will summarize some of the benefits and challenges our learning community has experienced.

**11:30 a.m.-** Concurrent sessions

**12:15 p.m.**

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***On the Evolution of F/PLCs at Kent State University: Stories Within Stories Within...***

**Mary Louise Holly**, Faculty Professional Development Center, Kent State University

**Albert Ingram**, Educational Foundations & Special Services, Kent State University

**Michael Lee**, Physics, Kent State University

**Raymond Craig**, English, Kent State University

First there was one, then two, then four. And now look: there are 7! This is the story of learning communities and how they grow—from an idea to a conversation to a network of conversations, and to networks that network. Each community has its own story, each member his or her stories. In this presentation we will share the larger university story and how the learning communities grew within and networked outside of Kent State. It is a story without an ending but with lots of punctuation marks, periods, comas, exclamations, and questions. As we describe our journey, we will explore some of the issues and distinctions that sit tall and obvious in our continuing conversations.

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***Junior Faculty FLC Teaching Projects: Student Ethnology in a Cultural Borderland; Traditional vs. Computer-Based Instruction; Play to Learn and Learn to Play; Integrating the Arts into a Capstone***

**John M. Cinnamon**, Anthropology, Miami University Hamilton

**Jan Ellen Eighme**, Accountancy, Miami University

**Minet Schindehutte**, Marketing, Miami University

**Jeff Wanko**, Teacher Education, Miami University

The teaching project is an important part of junior faculty learning communities. It is a key step in the development of the scholarly teacher and the scholarship of teaching. In this session, four junior faculty in Miami University's Alumni Teaching Scholars FLC discuss their teaching

**Friday, June 18 (11:30 a.m.-12:15 p.m. Concurrent sessions, continued)**

projects, including a bit on how they developed them, their connection to scholarly teaching and student learning, and their presentation at a local and national teaching conference.

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Marcum ***The Intersection of Faculty and Student Learning Communities:  
Silos and Smart Connections***

**Robin Lightner**, Psychology, University of Cincinnati Raymond Walters College

**Ruth Benander**, English and Communication, University of Cincinnati Raymond Walters College

**Pamela Person**, First Year Experience and Learning Communities, University of Cincinnati

This presentation discusses parallel processes and overlapping purposes in student and faculty learning communities that create successes and failures. Two faculty and one student learning community member will illustrate the challenges and necessary conditions for a productive, cooperative environment for a learning community. These conditions include expectation setting, team building, and flexible accountability.

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Marcum ***Institutional Considerations in Developing a Faculty Learning  
Community Program***

(Chapter 3 of *Building Faculty Learning Communities*)

**Gary M. Shulman**, Communication, Miami University

Developing an FLC program involves changing the institutional culture. In this session we examine leadership recommendations for institutional change, reasons for choosing an FLC model, and institutional conditions that facilitate or hinder FLCs.

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Marcum ***Creating Curriculum, Community, and Change Through the  
American Studies FLC***

**Morris Young**, English, Miami University

**Mary Frederickson**, History, Miami University

**Charles Stevens**, American Studies, Miami University

Colleagues from Miami University's American Studies FLC will speak about the learning community's purpose, practice and proposal for future collaboration. One of the rationales of the learning community during the first year, 2002-03, was to rethink the AMS curriculum and to move it toward addressing some central questions currently in the study of American culture. We also wanted to foster an AMS faculty community to

**Friday, June 18 (11:30 a.m.-12:15 p.m. Concurrent sessions,**

**continued)**

create an inter/multi-disciplinary approach to the study of American culture. And we wanted to foster change through the study of American culture both institutionally and in the broader community.

**12:30 -** Luncheon

**1:30 p.m.**

**1:45 -** Concurrent sessions

**2:45 p.m.**

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***FLCs for Teaching Writing-Enriched Courses: Two Years, Two Groups, Two Approaches That Illustrate the Flexibility of the FLC Model***

**Paul Anderson**, Center for Writing Excellence, Miami University

Collaborating with Miami University's Center for the Enhancement of Learning and Teaching, the Center for Writing Excellence has offered two Faculty Learning Communities for Teaching Writing-Enriched Courses. Taken together, these FLCs illustrate the flexibility and adaptability of the FLC model. Though conducted at the same university under the same title and with the same requirements and prerequisites, these topic-based communities differed in significant ways, including their objectives. Although their outcomes were quite different, both FLCs were highly successful for faculty as well as the sponsoring organizations.

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***Two Universities Explore Students' 1st-Year Experiences***

**Mary Louise Holly**, Faculty Professional Development Center, Kent State University

**Alan Kalish**, Faculty & TA Development, The Ohio State University

**Michael Lee**, Physics, Kent State University

**Terri Capellman**, Residence Services, Kent State University

In this interactive session we will get glimpses of what it is like to be a first-year college student in the 21st century, and we will explore ideas on what this suggests for improving the quality of experiences that we offer to first-years. Over the last two years Kent State University and The Ohio State University have had learning communities on this topic. We will share the results of these learning communities, what they set out to find, what happened on the journey, and where some of the members may be

**Friday, June 18 (1:45-2:45 p.m. Concurrent sessions,**

**continued)**

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***Balancing Acts for Junior Faculty: Cross-Pollination and the Power of Positive Peer Pressure***

**Andrew Hershberger**, Art History, Bowling Green State University  
**Susan Carlton**, General Studies Writing, Bowling Green State University  
**Paul Cesarini**, College of Technology, Bowling Green State University  
**Joseph T. Chao**, Computer Science, Bowling Green State University  
**Hassan Rajaei**, Computer Science, Bowling Green State University  
**Maria Spence**, Social Work, Bowling Green State University  
**Jean Wright**, Public Health, Bowling Green State University

In this panel presentation, 7 members of a Teaching/Research Faculty Learning Community (RTFLC) will share with the audience their unique group experiences regarding the issue of balancing research/teaching. They will ask the audience to share with them their thoughts on these critical issues of professional development. One of the interesting aspects that this panel will share is their perceptions of what they thought they would achieve as members of their learning community and what they indeed achieved: the surprises, the risks, the implications for research, and their overall growth as scholars and colleagues.

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***From Zero to Mach 8: Sustaining the Momentum***

(Chapter 4 of *Building Faculty Learning Communities*)

**Martha Kline**, Chemistry, Ohio University Lancaster Campus  
**Karin L. Sandell**, Center for Teaching Excellence, Ohio University  
**Susan Sarnoff**, Social Work, Ohio University  
**Mary Tucker**, Management Systems, Ohio University

This session examines issues related to assessing and sustaining a faculty learning community program with eight communities jump-started in one year. We will share data derived from assessing the project, focusing especially on two communities in depth as a case study. Four models for sustaining faculty learning communities that surfaced in the assessment process will be presented. Questions to be discussed include (a) How do we assess the contributions to faculty development that take place from participation in a faculty learning community? and (b) Can we recognize participation in the faculty reward structure and consider it an aspect of scholarly productivity?

## Friday, June 18 (1:45-2:45 p.m. Concurrent sessions, continued)

236  
Marcum ***Learning From an FLC Experience: The Technology and Humanities (TECHUM) Project***

**Laura Mandell**, English, Miami University  
**Judith de Luce**, Classics, Miami University  
**W. Michele Simmons**, English, Miami University

Presenters at this session will describe the work of an OLN-supported learning community, Technology and the Humanities. Laura Mandell will present our 2002-2003 learning community's discussions and production, our summer and full-year schedules, as well as our final project, which was a series of course modules for teaching the relationship between Humanities and Technology and bibliographies for faculty interested in teaching the relationship. Judith de Luce will present a description of the meetings and excerpts from our listserv discussions. We will show that, while we accomplished a great deal more than we expected to in many ways, we didn't get as far with our project as we had originally planned because there was more to do than we had originally imagined. We will then show how we formulated a new grant proposal for an upcoming OLN-sponsored learning community, Bringing Knowledge Closer through Web Interactivity, based on work that still needed to be done. Michele Simmons will discuss the goals of that new community.

**3:00 -** Concurrent sessions  
**3:45 p.m.**

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Marcum ***Results of a Faculty Learning Community Project: Addressing Negative Student Perceptions About Problem-Based Learning***

**Helaine Alessio**, Physical Education, Health, & Sport Studies, Miami University

For many students, problem-based learning (PBL) represents changing from teacher-centered to student-centered learning. As a result of my project in a PBL faculty learning community, a previous study was undertaken to learn about perceptions and test performances of college students enrolled in liberal education classes using PBL vs. traditional teaching methods. Students perceived traditional teaching more favorably than PBL. Despite students' negative perceptions about PBL, they appeared to be learning just as much as with traditional methods, and their test scores did not suffer. This presentation addresses students' negative perceptions about PBL and includes modifications of some problems with suggestions for mini-lectures

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***Results of a Faculty Learning Community Project: Addressing Negative Student Perceptions About Problem-Based Learning***

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## Friday, June 18 (3:00-3:45 p.m. Concurrent sessions, continued)

180  
Marcum ***Creating and Facilitating a Learning Community for Department Chairs***

**Gary M. Shulman**, Communication, Miami University

Academic leaders may soon recognize that explicit preparation and thoughtful reflection about one's performance is valuable for chairing a department and other administrative roles. This session discusses the purpose of a learning community for department chairs, describes key qualities for building community, introduces possible components of a learning community, suggests administrative procedures for developing a learning community for chairs at other institutions, and identifies possible learning community activities.

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Marcum ***Creating a Learning Community to Support Departmental TA Development Needs***

**Stephanie V. Rohdieck**, Faculty & TA Development, The Ohio State University

The purpose of this session is to present a model for graduate teaching assistant (TA) development that uses the goals and structures of a learning community. Our institution is using this approach to support academic departments in their efforts to provide ongoing, systematic teaching support to their TAs. Participants will examine the usefulness of this model for TA development. Because the focus of the model is on organizational and institutional development, participants will also explore how this model can be used with other groups on their campuses, tying together the benefits of learning communities with other organizational needs.

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Marcum ***Facilitating Faculty Learning Communities: A Compact Guide to Creating Change and Inspiring Community***

(Chapter 5 of *Building Faculty Learning Communities*)

**Martha C. Petrone**, Mass Communication, Miami University Middletown

By adopting good practice in group processes, FLC facilitators serve as catalysts for achieving community and individual member outcomes. Using a discussion format, FLC facilitators share experiences/insights and provide advice for facilitating cohesive and productive communities.

## Friday, June 18 (3:00-3:45 p.m. Concurrent sessions, continued)

236  
Marcum ***Using FLCs as a Vehicle for Infusing Diversity Across the Curriculum***

**Raymond Terrell**, Education and Allied Professions, Miami University  
**Barbara Heuberger**, Teacher Education, Miami University  
**Irene Kleiman**, Teacher Education, Miami University  
**Karen Montgomery**, Teacher Education, Miami University  
**Connie Turner**, Teacher Education, Miami University Hamilton Campus  
**Kim Wachenheim**, Teacher Education, Miami University

This session focuses on a systematic and integrated strategy for incorporating diversity concepts into a teacher education program. It discusses processes used and describes seven diversity initiatives, including a field experience focusing on multiple forms of diversity; a university-pre-school collaboration with the Miami Tribe; and a FLC focusing on professional development/curriculum issues, assessment of student opinions related to diversity, creation of a seminar hour each semester, a faculty reading group, and efforts to infuse and provide depth of understanding of diversity issues across the curriculum.

**4:00 -** Concurrent sessions  
**5:00 p.m.**

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Marcum ***Technology in Support of Faculty Learning Communities***  
(Chapter 9 of *Building Faculty Learning Communities*)

**Norman Vaughan**, Academic Development Centre, Mount Royal College  
Technology can be used to effectively support FLCs. This videoconferencing session explores how technology and a community of inquiry model can be used to facilitate individual reflection and critical discourse.

## Friday, June 18 (4:00-5:00 p.m. Concurrent sessions, continued)

112  
Marcum ***Thinking Outside the Departmental Box: How an Interdisciplinary Faculty Learning Community Contributed to Creating Diversity Courses***

**Barbara Heuberger**, Teacher Education, Miami University  
**Frank Fitch**, Educational Psychology, Miami University  
**Larry Greeson**, Educational Psychology, Miami University Middletown  
**Michael Hieber**, Art, Miami University Middletown  
**Kathy Hulgin**, Educational Psychology, Miami University  
**Carl Paternite**, Psychology, Miami University

Our session will focus on a description of a Miami University faculty learning community and participants' reflections about the experience. The description of the Faculty Learning Community on U.S. Cultures Course Development will include goals, participant descriptions, group processes, and outcomes. The participants' reflections will focus on four areas: (1) diversity lessons learned, (2) how the faculty learning community affected the development of diversity courses, (3) course implementation lessons learned, and (4) personal lessons learned. This session will be interactive and should benefit those who are interested in faculty learning communities focused on course creation and implementation of diversity courses.

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Marcum ***Aligning FLC Objectives With the Goals of Individual Members***

**Gary M. Shulman**, Communication, Miami University

Faculty learning community members typically have varied personal and professional reasons for participating. Moreover, in addition to being a member of an FLC, they have other roles (e.g., teacher, researcher, committee member, adviser, parent) that compete for their time and commitment. This interactive session will present an approach to align FLC goals and the individual goals of participant members. The desired outcome is for individuals to have a strategy for achieving personal and professional success through committed participation in the FLC. Four key components of enduring success will be described and applied to FLC participation: happiness, achievement, significance, and legacy.

## Friday, June 18 (4:00-5:00 p.m. Concurrent sessions, continued)

184  
Marcum ***Developing a Statewide Faculty Learning Community Program***  
(Chapter 6 of *Building Faculty Learning Communities*)

**Sheryl Hansen**, Professional Development Programs, Ohio Learning Network

**Alan Kalish**, Faculty & TA Development, The Ohio State University

**Catherine M. Gynn**, Technology Enhanced Learning and Research, The Ohio State University

**Mary Louise Holly**, Faculty Professional Development Center, Kent State University

**Pamela Person**, First Year Experience and Learning Communities, University of Cincinnati

A small state agency successfully used the FLC model to collaborate with campuses on faculty development efforts that resulted in successful implementation of pedagogically robust and technologically enhanced programs for increasing the use of technology in teaching and learning.

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Marcum ***An FLC on Teaching Effective Writing***

**Theodore C. Wagenaar**, Sociology and Gerontology; Carnegie Scholar, Miami University

In this session I will share the mechanics and outcomes of my participation in a faculty learning community on teaching writing-enriched courses. This community also involved writing coaches, students who had completed the course previously and who received some training on helping students with their writing. I will talk about the successes and limitations of the experience.

**5:00 -** Break

**5:30 p.m.**

**5:30 -** Reception and Interactive Session

**6:30 p.m.**

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Marcum ***Book Authors' Corner***  
Authors of the book *Building Faculty Learning Communities*

## Friday, June 18 (5:30-6:30 p.m. Reception and interactive

## session, continued)

- 180-  
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Marcum ***Building Bridges in the Academy: The Faculty/Professional Learning Community for Enhancing Living Learning Communities***  
**Michele Welkener**, Living Learning Community Programs, Miami University  
**Melody Ayn Barton**, Center for the Enhancement of Learning and Teaching, Miami University
- During this interactive session, the presenter(s) will share information on the campus collaboration involved in Living Learning Community Programs. A new Faculty Learning Community for 2004-2005, The Faculty/Professional Learning Community for Enhancing Living Learning Communities at Miami will bring together faculty and Student Affairs administrators who have responsibilities related to designing curricula, pedagogies, and programming within the University's residence halls. Attendees will learn about this unique FLC and discuss the benefits and challenges of such an approach for any campus.
- 180-  
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Marcum ***Faculty Learning Communities as a Force for Change: Service Learning at Northern Kentucky University***  
**Mary Cupito**, Communication, Northern Kentucky University  
**Nancy S. Hancock**, Sociology, Anthropology, & Philosophy, Northern Kentucky University  
**Tracey Honeycutt Sigler**, Management and Marketing, Northern Kentucky University
- A group of six Northern Kentucky University faculty members chose to form a faculty learning community because of our enthusiasm for service learning and a desire to improve our teaching. Service learning is a pedagogical approach in which students participate in course-related service as a way to accomplish learning objectives. However, the group has evolved into a driving force for institutionalizing support of service learning on our campus. We will share our experiences with building community, supporting service learning, and creating a service-learning conference at our campus. We will also provide example materials that we used in developing, marketing, and implementing the community.
- 180-  
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Marcum ***Faculty Learning Communities at Miami University***  
**Melissa Borowicz Betrus**, Center for the Enhancement of Learning and Teaching, Miami University

**Friday, June 18 (5:30-6:30 p.m. Reception and interactive**

## session, continued)

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Marcum
- Faculty Learning Communities at the University of Cincinnati***  
**Pamela Person**, First Year Experience and Learning Communities,  
University of Cincinnati
- The University of Cincinnati's Center for the Enhancement of Teaching & Learning (CET&L) sponsors an annual September Institute organized around several different learning communities that work within a specified area during the week-long Institute and then continue to develop such activities as workshops, presentations, resource materials, or retreats over the course of the following academic year. Learning communities periodically report on their developments and thus are clusters of teaching excellence that function as ongoing resources for the CET&L, even as the CET&L helps to facilitate the activities and accomplishments of the communities.
- 180-  
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Marcum
- The Hocking College OLN Project: Electronic Methods of Documenting Student Learning of Success Skills***
- As a continuation of the League of Innovation's *21st Century Learning Outcomes Project*, the Hocking College Success Skills Learning Community is creating electronic tools for students to self-evaluate, develop and document Success Skills and for faculty to assess Success Skills learning outcomes. Specific objectives are to develop and use the following tools: (a) Success Skills electronic portfolio, (b) Success Skills electronic transcript, and (c) Success Skills Web site.
- 180-  
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Marcum
- The Impact of Faculty Learning Communities on Classroom Teaching Effectiveness***  
**Mysore Narayanan**, Engineering Technology, Miami University
- In his 1990 book, *Scholarship Reconsidered: Priorities of the Professorate*, Ernest L. Boyer pointed out that one of the most important responsibilities of an instructor in a university is to be a scholar in a chosen field. Furthermore, scholarship by an individual should make a genuine effort to reach across disciplinary boundaries, to pull diverse views and information together in creative ways (Rice, 1991). The author has been fortunate to have been a part of four very different faculty learning communities over the past five years. Each community has provided him with specific insight into exploring creative new ways to enhance learning objectives of the student body. In this session he presents how the four FLCs have helped him to improve his classroom teaching effectiveness.

## Friday, June 18 (5:30-6:30 p.m. Reception and interactive session, continued)

180-186  
Marcum ***The Journal on Excellence in College Teaching***  
**Gregg W. Wentzell**, Managing Editor, *Journal on Excellence in College Teaching*, Center for the Enhancement of Learning and Teaching, Miami University

Stop by and talk with Gregg Wentzell, the managing editor of the *Journal*. This is an opportunity to determine whether your FLC project may be of interest to our readers and what you may need to do to enhance its publication.

180-186  
Marcum ***The Ohio Learning Network***  
Information about the many facets and programs of the Ohio Learning Network is available at this table. Please stop by and discuss these opportunities with OLN colleagues.

180-186  
Marcum ***Seeking Design Information and Suggestions for Initiating an FLC on E-Portfolios***

**Milton D. Cox**, Center for the Enhancement of Learning and Teaching, Miami University  
**Ron Fetzer**, Communication, Miami University  
**Patti Gregg**, Fine Arts, Miami University  
**David Marado**, English, Miami University

Miami University will have an OLN LCI FLC on e-portfolios in 2004-05. We are looking for suggestions from those who have had related FLCs on their campuses. This FLC will meet during 2004-05 to explore and implement student electronic portfolios in a focus course that each is teaching during second semester. Patti Gregg will share the e-portfolio software that she is designing. The first semester's work will consist of investigation, design, and planning. Implementation and assessment of the results will take place during the second semester. This community will be facilitated by Sumit Sircar, Armstrong Distinguished Professor of Communications Technology & Management; Director, Center for Innovation in Communications & Information Technology. The goals and objectives of this FLC are contained in the presentation proposal.

**6:45 -  
8:00  
p.m.** Dinner

## Friday, June 18 (continued)

**8:15 - 10:15** Entertainment and Conference Party

**p.m.**            *Jazz by 4 x J*

Please join our colleagues in conversation and refreshments and listen to the cool sounds of 4 X J.

## Saturday, June 19

**7:30 –**            Full Breakfast

**8:30 a.m.**

**8:45 –**            Concurrent sessions

**9:45 a.m.**

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### ***Successful Community Building: An Arts Approach***

**Roxanne R. Reed**, Fine Arts, Miami University

**Mia Biran**, Psychology, Miami University

**Diane Fellows**, Architecture and Interior Design, Miami University

**Kimberly Hill**, Architecture and Interior Design, Miami University

**Rebecca Howard**, Interdisciplinary Studies, Miami University

The Integrating the Arts and the Curriculum Learning Community has as its goal proposing the arts and artistic engagement as a central tool of pedagogy, particularly for the postsecondary classroom. Taking part in the creative act yields a first-hand awareness of the arts experience itself as well as a sense of connectedness with other participants. End results include a greater appreciation of different perspectives and new creative insight. Other benefits are richer dialogue and deeper understanding not only of the event, but of its context. Ultimately, the shared arts experience promotes a new way of learning and greater freedom of expression. We recommend it here as an innovative model for building community.

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### ***Supporting Diversity With Faculty Learning Communities: Teaching and Learning Across Boundaries***

(Chapter 10 of *Building Faculty Learning Communities*)

**Martha C. Petrone**, Mass Communication, Miami University Middletown

FLCs can create a safe space for cultural transformation of teaching and learning by inviting participants to reflect on their beliefs and behaviors in regard to the diversity of their communities and their students. Both in structure and focus, FLCs create a necessary construct for a cultural transformation of teaching and learning that invites all to achieve their intellectual and social potential.

## Saturday, June 19 (8:00 a.m. - 4:45 p.m.) Concurrent sessions, continued)

184  
Marcum ***The Third Year's the Charm: FLCs at Notre Dame Get Their Momentum and Look to the Future***

**Joy Vann-Hamilton**, Office of the Provost, and Kaneb Center for Teaching & Learning, University of Notre Dame

From two faculty learning communities in 2001 to six communities in 2004, the University of Notre Dame has come a long way in a little time—three years as an “adapting institution.” Moreover, one of our most significant yet unanticipated accomplishments is the institutionalization of an ethics component in biological anthropology through one of our FLC efforts established in the 2003-04 academic year. In this session, you will hear about this and the other current FLC groups at Notre Dame, the evolution of our three-year effort, and see examples of some of the activities and events that are driving our transformation and continuation.

**10:00 -** Concurrent sessions  
**10:45 a.m.**

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Marcum ***Everybody Needs Community: Facilitating a Learning Community for Deans***

**Karin L. Sandell**, Center for Teaching Excellence, Ohio University

While the benefits of developing learning communities for faculty and students are well known, less is known about learning communities designed for administrators. This session describes a community of academic deans who were invited to form their own community as part of a major effort on campus to launch simultaneously a large number of faculty learning communities. The deans, who had been apprised of the benefits of communities for their faculty as part of the process to solicit their support for the new program about to be launched, became themselves attracted to the projected outcomes for joining together in community. This session provides the rationale for facilitating a group of deans in a community; describes the work the community undertook together; and examines the kinds of issues, challenges, and successes

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Marcum ***In Pursuit of the Greater Good: Faculty Learning Communities at IUPUI***

**Anastasia S. Morrone**, Executive Director, Center for Teaching and Learning, Indiana University - Purdue University Indianapolis

The Faculty Learning Communities (FLC) program at IUPUI gives faculty the opportunity to investigate and take risks in implementing new approaches to teaching with the goal of enhancing undergraduate learning through collaboration across disciplines. Another important goal of the FLC program is to increase rewards for effective teaching and documentation of student learning by fostering scholarly teaching and the scholarship of teaching and learning. In this session, we will illustrate how IUPUI faculty have achieved these goals by showcasing scholarly products that have resulted from faculty members' participation in this program.

184  
Marcum ***Developing Scholarly Teaching and the Scholarship of Teaching and Learning Through Faculty Learning Communities***

(Chapter 11 of *Building Faculty Learning Communities*)

**Laurie Richlin**, Preparing Future Faculty and Learning Communities Programs, Claremont Graduate University

**Milton D. Cox**, Center for the Enhancement of Learning and Teaching, Miami University

FLCs provide opportunity and support for faculty members to investigate new teaching and learning strategies in a scholarly way and to contribute to the scholarship of teaching with publications and presentations. The presenters report on strategies, processes and activities that foster this scholarship in FLCs.

**11:00 -** Concurrent sessions  
**11:45 a.m.**

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Marcum ***Faculty Learning Community for the Center for Community Engagement in Over-the-Rhine, an Inner-City Neighborhood in Cincinnati***

**Thomas Dutton**, Architecture & Interior Design, Miami University

The uniqueness of the Center for Community Engagement is its

## **Saturday, June 19 (11:00-11:45 a.m. Concurrent sessions, continued)**

relationship with organizations in the Over-the-Rhine neighborhood of Cincinnati, Ohio, that address racial rights and social justice. Over the next year, our faculty learning community will generate initiatives for teaching and research that will help faculty, students, and the community make connections between larger global forces and what is happening in Over-the-Rhine. The goal of this dialectical engagement is not just to interpret or critique, but to make something actually happen in the world.

180  
Marcum ***Overview of Faculty Learning Communities: Results of a National Survey***

(Chapter 2 of *Building Faculty Learning Communities*)

**Laurie Richlin**, Preparing Future Faculty and Learning Communities Programs, Claremont Graduate University

**Amy Essington**, History, Claremont Graduate University

FLCs have been established at all types of academic institutions. This session reports the results of a series of surveys that investigated FLCs. The presenters describe and compare the current attributes of FLCs, including institutional category and FLC sizes, budgets, participants, and activities.

184  
Marcum ***Mid-Career and Senior Faculty Learning Communities: Learning Throughout Faculty Careers***

(Chapter 12 of *Building Faculty Learning Communities*)

**Muriel Blaisdell**, Interdisciplinary Studies, Miami University

Faculty members' productivity may shift over time, not as a function of age but as a function of the amount of time a senior faculty member spends with colleagues. In this session we see how faculty learning communities can provide the opportunities and connections that senior and mid career faculty need to continue productive academic lives.

**12:00 -** Lunch  
**1:00 p.m.**

## Saturday, June 19 (continued)

1:15 - Concurrent sessions  
2:00 p.m.

112 ***From Process to Product: Transforming Your FLC Experience  
Into Publishing the Scholarship of Teaching & Learning***  
Marcum

**Gregg Wentzell**, Center for the Enhancement of Learning and Teaching,  
Miami University

This session will explore how members and facilitators of faculty learning communities can develop and publish the scholarship of teaching based on their FLC experiences. We will consider publication opportunities from both faculty teaching and faculty development perspectives and will review the scholarly process as it pertains to FLCs. Most importantly, we will consider how participants might shape their work in an FLC to fit the needs of professional journals, such as the *Journal on Excellence in College Teaching*, devoted to publishing the scholarship of teaching and learning, and we will review examples of the scholarship done by former FLC members. Participants will have the opportunity to give and receive feedback on their ideas for FLC-based scholarship.

180 ***A Faculty Learning Community Project: One Approach to Using  
Writing in a Theatre Performance Classroom***  
Marcum

**Julia Guichard**, Theatre, Miami University

Miami University's Theatre department has just completed the phasing out of a BFA in performance, a professional degree, in favor of a BA in Theatre Arts, a generalist degree. What does this mean for the performance classroom? Through participation in a faculty learning community on Writing-Enriched Courses, I developed a multi-step team project (with embedded writing tasks) to aid students in learning/teaching a stage dialect. This project serves as a case study for the potential power of writing, the power to infuse the traditionally skill-based performance classroom with the principles of liberal education. This presentation focuses on the creation and assessment of the multi-step project and the contribution of the FLC to the process.

**Saturday, June 19 (1:15-2:00 p.m. Concurrent sessions, continued)**

184  
Marcum ***The Impact of FLCs at Claremont Graduate University and Consortium on Current and Future Faculty***

(Chapter 13 of *Building Faculty Learning Communities*)

**Laurie Richlin**, Preparing Future Faculty and Learning Communities Programs, Claremont Graduate University

**Amy Essington**, History, Claremont Graduate University

This session will focus on the attributes of faculty learning communities that successfully prepare graduate students, a group not traditionally associated with FLCs, to be faculty members. The presenters also will discuss the impact of the FIPSE FLC Project on faculty members from The Claremont Colleges and CGU graduate students, and the resulting effects on the undergraduates they teach.

186  
Marcum ***The Eye of Yin/The Eye of Yang: Using Interdisciplinary Thinking to Build Faculty Community***

**Muriel Blaisdell**, Interdisciplinary Studies, Miami University

Community among faculty members in a learning community or a teaching team may be built on the basis of seeing connections to one's own work that have never been appreciated before. For example, what ideas or practices from the sciences can be applied to the humanities or arts (the eye of Yin)? Are there ideas or practices in the arts and humanities that might be used in science classrooms (the eye of Yang)? What faculty development experiences would help faculty members to benefit more fully from exposure to interdisciplinary and multi-disciplinary groups?

**2:15 -** Concurrent sessions  
**3:00 p.m.**

112  
Marcum ***The Outcome of a Writing FLC Project: Enhanced Teaching and the Intellectual Essay—The Next Level***

**Sherman Jackson**, History, Miami University

The focus of this session is the intellectual essay as an effective teaching instrument. The concept for the intellectual essay was developed from my involvement in the Faculty Learning Community Teaching Writing-Enriched Courses. It involved classroom assignments of articles from scholarly journals. Students were required to critique an article every other week. While this was a viable project, it was not very challenging. Thus was born

**Saturday, June 19 (2:15-3:00 p.m. Concurrent sessions, continued)**

the intellectual essay. This assignment was designed to (1) introduce students to new bodies of scholarly information, (2) enhance their research skills, (3) enhance their critical-thinking and communication skills, and (4) allow them to apply the process of synthesizing the collected concepts.

180  
Marcum

***Managing Multiple Faculty Learning Communities***

(Chapter 7 of *Building Faculty Learning Communities*)

**Melody Ayn Barton**, Center for the Enhancement of Learning and Teaching, Miami University

As FLC programs grow, it becomes necessary to find a way to manage the details for multiple concurrent FLCs. This session includes how technology and diplomacy can aid FLC coordination.

184  
Marcum

***Dual Perspectives: Designing Faculty Learning Communities from the Inside and the Outside***

**Ruth Benander**, English and Communication, University of Cincinnati Raymond Walters College

**Beverly Knauper**, Biology, University of Cincinnati Raymond Walters College

Faculty Learning Communities (FLCs) are most likely to be successful when they are structured to respect the local institutional culture. The presenters have been both FLC facilitators and members and have experienced FLCs at both a large research university and a small teaching college. During this session we compare and contrast the structure of the FLCs at the two institutions and discuss reasons for some of the differences between the communities. We will invite participants to describe their experiences with structuring faculty learning communities and develop a list of best practices based on the conversation.

## Saturday, June 19 (continued)

**3:15 -** Closing Plenary  
**4:30 p.m.**

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Marcum

***Knowing What We Learn and Demonstrating Our Success:  
Assessment and Evaluation of FLCs***

(Chapter 8 of *Building Faculty Learning Communities*)

**Andrea Beach**, Teaching, Learning, and Leadership, Western Michigan University

This plenary session presents different approaches to assessing the learning within and evaluating the effectiveness of faculty learning communities (FLCs) and FLC programs, and shares preliminary findings from the evaluation of Miami University's three year FIPSE funded FLC dissemination project, "Developing Faculty Learning Communities to Transform Campus Culture for Learning." Participants will leave with a clear understanding of the important role assessment and evaluation play in fostering FLC programs as well as tools with which to build effective assessment and evaluation components into their FLC programs.

*Start Using What You Learned Here on Monday!*

*Have a Safe Journey Home!*

*Enjoy Your Summer!*