

Faculty Learning Community Conference

June 24th 2006

Claremont Graduate University

Drucker-Ito School of Management * Burkle Family Building
Dartmouth Avenue & 11th Street, Claremont, CA * Patio Level

PROGRAM

9:00am - Welcome & Keynote Presentation Burkle 16
10:30am

Welcome

Milton D. Cox

Center for the Enhancement of Learning and Teaching; Mathematics
Miami University

Keynote Presentation

Andrea L. Beach

Teaching, Learning, and Leadership
Western Michigan University

The Impact of Faculty Learning Communities on Student Learning

The ultimate goal of all Faculty Learning Communities (FLCs) is improved student learning. This interactive keynote session will present the findings of a large follow-up study of changes in student learning resulting from faculty participation in FLCs and will discuss ways that student learning can be assessed as part of an FLC program. Survey respondents (N=395) indicated that their students' learning had improved in several important areas, including developing openness to new ideas, the ability to think holistically and creatively, and problem solving. Faculty based their assessment of learning change on various measurable and more "intangible" outcomes. These will be discussed in full and will serve as a springboard for brainstorming ways that student learning outcomes of FLCs can be evaluated and reported.



Andrea L. Beach is in the department of Teaching, Learning, and Leadership at Western Michigan University, where she teaches in the Higher Education Leadership doctoral program. She is co-author of *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present* and has published on the variation of faculty work, characteristics of the faculty development community, faculty development priorities at Historically Black Colleges and Universities, and faculty learning communities. She is currently external evaluator on three federal and foundation funded grants addressing faculty development and faculty learning communities.

10:45am- Concurrent Sessions
12:00noon

Burkle 14

1A - *Recommendations for Engaging FLCs to Produce the Scholarship of Teaching and Learning*

Milton D. Cox

Center for the Enhancement of Learning and Teaching; Mathematics
Miami University

In this session we will discuss resources, strategies, and practices that in faculty learning communities can enable teaching project development, presentations, and publication. We will look at types and examples of teaching projects, methods of assessing resulting student learning, and strategies and venues for presentation and publication.

Burkle 22

1B - *Facilitating a Faculty Learning Community: A "How To" Guide for Facilitators and Administrators*

Paul W. Decker

Institute for Excellence in Teaching and Learning
Woodbury University

Amy Essington

History
CSU - Long Beach

Research shows that the facilitator plays a key role in a Faculty Learning Community (FLC) by setting the tone of the community for the year, working to meet the needs of individual members, and keeping the group as a whole working productively. Facilitating a successful learning community of colleagues is not the same as leading a classroom of students, conducting a committee meeting, or hosting a book club. This session will offer strategies on best practices for facilitating an FLC, how to select a facilitator, and ways to support them during the year. This session will be of use to faculty and administrators who are considering developing FLCs on their campuses or those who have recently implemented FLCs.

12:00noon- Lunch Burkle Courtyard & Burkle 12
1:00pm

1:00pm-
1:45pm

Concurrent Sessions

Burkle 22

2A - Advising As Teaching: An FLC for Faculty Advisors

Todd L. Carter

Math and Science Division

Seward County Community College

When we began restructuring our faculty-based advising system to reflect “advising as teaching”, the FLC model was a natural fit for exploring student learning and development and building community across programs. This session will share an FLC experience that integrates instructional design and a strengths-based approach to student learning and development. Designated as Advising Scholars, this FLC has created a connection between the scholarship of teaching and the scholarship of advising.

Burkle 14

2B - Striking the Balance: An FLC Experience

Harold E. Lambert

Educational Leadership

Donna Scarborough

Speech Pathology and Audiology

Miami University

Can an FLC be successful from the standpoint of the participants, and a failure from the standpoint of the facilitator? What happens when there is a tension between the components necessary for a successful FLC, and the qualities necessary for a successful community? A facilitator and a participant will discuss their experiences, and why each has a different view of the success of their FLC.

Burkle 16

2C - Barriers to Forming and Maintaining an FLC in a Medical Setting

Richard D. Gerkin

Internal Medicine

Banner Good Samaritan Medical Center

In June, 2005, 5 medical educators from Phoenix came to a New FLC Developers' Institute at Claremont. They left filled with wisdom and enthusiasm, and started a citywide medical FLC in Phoenix. Fourteen physicians participated, and the theme was “adult education”. This presentation will review the trials, successes and lessons learned during this past year, and will answer the question, “Can clinical physicians adopt the FLC model?”

2:00pm-
2:45pm

Concurrent Sessions

Burkle 22

3A - A Tale of Two Approaches: Faculty Learning Community versus Workshop Presentations for Promoting Assessment

Paula Harmer

Center for Academic and Professional Enhancement

Juan Ramirez

Institutional Research

Western University of Health Sciences

This presentation explores two approaches aimed at improving faculty and program assessment activities at a professional graduate-only institution. Assessment approaches to be discussed include a program's faculty learning community (FLC) and a series of faculty development workshops carried out by the institution's teaching/learning center. Attendees will learn about the strengths and weaknesses of each approach with respect to improving faculty understanding and leadership in assessment-related activities and how these results can be used to improve assessment in academic programs of any type.

Burkle 14

3B - Cultivating Positive Institutional Change through Professional Learning Communities at a Small College

Leslie Ortquist-Ahrens

Center for Teaching and Learning

Otterbein College

Professional Learning Community programs not only foster individual professional development but can also drive meaningful organizational change, helping academic institutions move toward becoming "learning organizations" (Cox 2001). This session will use a case study to examine just such an institutional transformation process at a small comprehensive college. Participants will then reflect on their own institutional contexts, chart a context-specific "change" program, and consider the potential benefits and risks the model might present.

3:00pm-
3:45pm

Concurrent Sessions

Burkle 22

4A - A Transdisciplinary Approach to Electronic Teaching Portfolios

Paul W. Decker

Institute for Excellence in Teaching and Learning
Woodbury University

In the disparate university words of architecture and design, business and management, and liberal studies, how does a faculty developer utilize a faculty learning community to promote a community of learning? See how a transdisciplinary approach influenced faculty to commit to a FLC for three semesters and convinced senior administrators to adequately compensate our endeavors. We will share the successes of our first semester together and talk about what lies ahead for semesters two and three.

Burkle 14

4B - Critical Thinking, Anyone?

Sharon B. Jaggard

Center for Teaching & Learning Excellence
Embry-Riddle Aeronautical University - Prescott

“Critical Thinking” as a catalyst to forming a Faculty Learning Community: This session will present one model for introducing and implementing a “secret” FLC with a not-so-secret “CT” focus – or any similar focus of interest to your faculty. You will experience two short CT exercises, perhaps a little “mind trickery,” and have an opportunity to plan a similar, probably less-chicanerous, FLC project unique to your college. Critical Thinking, Anyone... Anyone?

4:00pm- Closing: Next Steps

4:45pm Join the Upcoming FIPSE Grant Proposal to Implement FLCs to Address New Topics and Cohorts and to Involve New Types of Institutions

Milton D. Cox

Center for the Enhancement of Learning and Teaching; Mathematics
Miami University

The completed FIPSE grant that funded the successful fast-track implementation of FLCs at research universities achieved the learning outcomes that Andrea Beach reported in her keynote. Can similar successes be achieved at other types of institutions such as comprehensive and 2- and 4- year colleges, medical schools, and HBCUs? Will the FLC approach work on untried cohorts such as part-time faculty or with school partnership teachers and faculty? Will the FLC approach work for untried or rarely-tried topics such as advising, STEM initiatives, and group mentoring? If you are interested in being part of one of the components of this project, attend this session to discuss possibilities and the support and commitment the grant will provide for and require of your institution. Those joining will need to move quickly to acquire letters of support from their provosts and teaching center/faculty development directors.