

Lilly Conference on College & University Teaching
Blueprints for Student Learning

2007 Summer Faculty Learning Community Conference

Burkle Family Building * Peter Drucker School of Management
Claremont Graduate University
1021 N. Dartmouth Avenue (between 10th & 11th) *Downstairs off Patio*

Location Map:
[FLC Conference](#)

8:30am Registration & Refreshments Downstairs off Patio
in Front of Burkle 16

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

*Cognitive-Structural Development Theory Perspectives on Faculty Scholarship of
Teaching and Learning Development in Faculty Learning Communities*
Milton D. Cox, *Center for Excellence in Learning and Teaching*
Miami University

Can cognitive-structural development theories for students be framed to describe faculty SoTL development? This session provides a forum for this question. We will discuss the theories of Perry and Belenky et al. as applied to faculty as students in faculty learning communities. After a brief overview of SoTL development in FLCs, we will consider faculty statements as they reflect in different positions of development and what disequilibria and support may facilitate this development.

10:30am- Break
10:45am

10:45am- Concurrent Sessions
11:30am

2A - Burkle 16

Connecting and Engaging Faculty and Staff with Faculty and Professional Learning Communities at a Community College

W. Bradley Kincaid, *FPLC Program*
Mesa Community College

This session will describe how Mesa Community College (MCC) has implemented a Faculty and Professional Learning Community (FPLC) program over the past two years with goals of connecting and engaging faculty and staff to enhance teaching and learning. Like much of higher education, MCC suffers from disciplinary isolation and little interdisciplinary communication or collaboration. Currently, we are investigating ways to support and motivate less successful participants and FPLCs to make the program more uniformly effective. We also are working to engage more adjunct faculty who teach over half of our students and non-faculty staff who contribute so much to the success of our students, and are struggling with the role of scholarship in the mission of our community college.

2B – Burkle 24

Creating Community Online

Lois-Lynn Deuel, *Psychology*
East Carolina University

I only teach asynchronous online classes right now, so we don't get together for group chats. I feel a sense of community and thoroughly enjoy teaching online. My students report that they feel very connected in my class; there is a feeling that there's a "real" professor and fellow students. In this session, I will describe how I use the Discussion Board to build community with opinion questions, position papers, and lively discussions. I teach them to help each other--to give encouragement, technical expertise, advise (e.g., alternate research questions), and facts (e.g., where to find something on the web). I teach a lot of non-traditional students (military, stay-at-home moms returning to school, empty-nesters), so I capitalize on the diversity and their experiences. These techniques can be applied to FLCs to help build community, as well.

2C – Burkle 19

Wakonse

Shay Jaggard, *Center for Teaching and Learning Excellence*
Nika Nordbrock, *Humanities & Communications*
Embry-Riddle Aeronautical University – Prescott

This session will describe the "Wakonse," a statewide, four-day retreat which establishes a "teaching-learning community" very quickly of a different type; a wonderful "outreach" and sharing; very inspiring for participants, with opportunities for networking follow-up.

11:30am- Lunch
1:00pm

1:00pm- Concurrent Sessions
2:00pm

3A – Burkle 16

Mentor-Coaching: The Key to Faculty Success

Julie-Ann McFann

New Professor Mentor Coaching

The literature shows that when faculty members are mentored, they are more successful and more satisfied with their careers. Unfortunately, traditional mentoring programs are often problematic. Using a framework taken from group coaching, this session will illustrate how mentor-coaching methods can be utilized in a faculty learning community to encourage faculty success.

3B - Burkle 24

Groupthink and Group-Learning

Victor Wooddell, *Human Resources Development*

Oakland University

This facilitated discussion will cover what groupthink is, how it can affect a learning group, why it is difficult to detect and control, and what group facilitators or members can do to help counter-act it.

3C – Burkle 26

On being a Facilitator of a Faculty Learning Community in the UK

Jane McKenzie, *Learning and Teaching Centre*

University of Glasgow

The author is the facilitator of, what is believed to be, the UK's first Faculty Learning Community. She will describe her experience of facilitating a pilot FLC run for 'teaching-only' academics to consider their own Scholarship of Teaching and Learning. Participants are invited to consider the differences between this and their own experiences as facilitators and to offer advice and guidance on how the FLC movement can be taken further in the UK.

2:00pm- Break
2:15pm

2:15pm- Concurrent Sessions
3:15pm

4A – Burkle 16

Professional Learning Communities at a Small College: From Ivory Tower Isolation to Meaningful Integration

Leslie Ortquist-Ahrens, *Center for Teaching and Learning*
Otterbein College

Faculty colleagues at large research institutions are often surprised to learn that isolation and alienation, or “hollowed collegiality” (Massy, Wilger, and Colbeck 1994), also characterize faculty life on the campuses of many small colleges. In this session, we’ll consider the case of one such institution and explore how professional learning communities helped develop a more collegial and inquiry-driven culture.

4B – Burkle 24

American Occupational Therapy Foundation Program for the Scholarship of Teaching and Learning in Occupational Therapy

Andrea Bilics, *Occupational Therapy Department*
Worcester State College

This session presents the American Occupational Therapy Foundation's (AOTF) Program for the Scholarship of Teaching and Learning. This program promotes SoTL as an area of research in occupational therapy and a way to enhance faculty professional development. Through didactic sessions and mentored faculty learning communities participants are developing a SoTL research project that they will implement during the academic year. These projects will be presented at a SoTL poster session at the next AOTA conference. This program is a three-year project using mentored faculty learning communities to develop the scholarship of teaching and learning as a valued area of research in occupational therapy.

4C – Burkle 26

Building Community in Academic Cohorts with Research-Based Strategies

Susan F. Belgrad & Michael D. Eisner, *Education*
California State University, Northridge

What do academic cohorts do when they behave intelligently? This session will engage participants in implementation and analysis of strategies and tools that can create and promote positive learning cultures in academic cohorts. They will be engaged in reflection and discussion regarding the need to form and norm highly effective communication, behaviors and dispositions within the higher education cohort. Emphasis will be placed on immediately transferring the ideas and strategies presented into professional practice.

3:15pm- Break
3:30pm

3:30pm- Closing Plenary
4:30pm

Burkle 16

Learning Communities for Everyone & Everything

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

Milton D. Cox, *Center for Excellence in Learning and Teaching*
Miami University

Learning Communities are not an end in themselves. Consider what is going on at your campus. Are you concerned with developing a sustainable campus? working with non-traditional students? improving student learning? Whatever your focus, an FPSS (Faculty, Professional Staff, & Student) Learning Community can be the mechanism for accomplishing your goal. This session will review who participates and what areas can be addressed in a variety of FPSSLCs.