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

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Community and Communities: Engaging Them for Teaching, Learning, Connections, and Change

- Community: History and research
- Problems in higher education and organizations
- Building community in the classroom and in organizations: Strategies for face to face and online
- Student learning communities
- Faculty and professional learning communities (FPLCs): Workings, examples, outcomes, resources
- Perhaps begin some planning for an FPLC here

Community, and Why Community Now?

What is Community?

- A group of people living in the same locality and under the same government
- The district or locality in which such a group lives
- A group or class having common interests
- Common possession or participation “communitas,” fellowship, “communicare,” to share
- The companionship of individuals in a congenial atmosphere, on equal terms, pursuing a common goal.

A Bit of History
Community as Enabler
Survival, Commerce, Knowledge

- Primitive times: At first, humans were hunted, were not hunters
- Rome: Crafts
- Middle ages: Guilds
- Knowledge: Rapid pace of change
- Knowledge: Social as well as individual
- Knowledge: Tacit as well as explicit
- Explorers and Settlers: Our U. S. frontier

“Bowling Alone”
Robert D. Putnam

“The term social capital itself turns out to have been independently invented at least six times over the twentieth century, each time to call attention to the ways in which our lives are made more productive by social ties” (p. 19).
“Academic culture is a curious and conflicted thing. On the one hand, it holds out the allure and occasionally the reality of being a “community of scholars.” ... On the other hand, it is a culture infamous for fragmentation, isolation, and competitive individualism—a culture in which community sometimes feels harder to come by than in any other institution on the face of the earth.”

—Parker Palmer, in Creating Campus Community, William B. McDonald, Jossey-Bass, 2002 (p. 119)

Higher Education Problems Since 1920s

- Broken spans between disciplines: Departmental islands and silos maintained, so curriculum not integrative: general education, women’s studies
- Frayed cables connecting faculty and the institution: Loyalty remains to departments and the disciplines, little to the institution
- Multicultural opportunities lost in the fog
- Links pitched into the bay: Teaching, learning, and the scholarship of teaching and learning (SoTL); outside schools of education, little scholarly teaching or learning assessment (and few rewards)
- Bridge Out Ahead: You can’t cross to the success of learner centeredness, active learning, or community if you don’t know the way to repair problems on the way

A Reflective Learning Moment

Form groups of 2 or 3, introduce yourselves, and discuss one or two of the following items:

What problems do you see (or not see) in your experience that reflect...?

- isolation and missing connections in higher education
- lack of a comprehensive awareness of teaching strategies, approaches, and evidence of what may be in the teaching and learning literature in higher education

Community in Our Classrooms and Courses

We use the term community centered to refer to several aspects of community, including the classroom as a community, the school as a community, and the degree to which students, teachers, and administrators feel connected to the larger community of homes, businesses, states, the nation, and even the world. (pp. 144-145)

How People Learn: Brain, Mind, Experience, and School

- Committee on Developments
- in the Science of Learning
- Bransford, Brown, & Cocking (Eds.)
- National Research Council, 2000

Perspectives on learning environments

- Community
- Learner-centered
- Assessment
- Knowledge
- Bransford et al., 2000
Comparison of time spent in school, home and community, and sleep. Percentages were calculated using 180 school days each year, and each school day was estimated to be 6.5 hours in length.

- School: 14%
- Sleep: 33%
- Home and Community: 53%

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**The Opening Weeks: Establishing Community**  p. 127

- Recognize the students' need to know and to support each other.
- What factors does the professor need to consider in the first few weeks in order to create a classroom community?
- Incorporate the students' previous knowledge.
- Value the diversity in the classroom.
- Build an atmosphere receptive to answering and to asking questions.
- Enhance the students' image of themselves as learners.

○ = Central question  □ = Individual needs  ○ = Class needs

Figure 4.1. Concept Map: Factors That Create a Learning Community.

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“Spitzberg and Thornylide (1992) have written that "the classroom is the most logical, most visible, most ubiquitous, and most neglected place for community on campus. It is a lost opportunity of the first order" (p. 116).”


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**Building Learning Communities in Cyberspace**

*Palloff and Pratt, Jossey-Bass, 1999*

**The Keys to Success in Distance Learning**

- Honesty
- Responsiveness
- Relevance
- Respect
- Openness
- Empowerment

“Without any one of them, a virtual learning community cannot function” (pp. 160-162).

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**The Role of Community in Distance Education**

"Why Are All the Black Kids Sitting Together in the Cafeteria?"

Beverly Daniel Tatum
Basic Books, 1997

Reflective Assignment

Select a course you are or will be teaching and:

<table>
<thead>
<tr>
<th>Select one learning objective for this course.</th>
<th>Describe community as an enabler for attaining your learning objective.</th>
<th>How do you develop this community?</th>
<th>How do you assess the value of this community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcome students' math anxiety</td>
<td>Provide a support group</td>
<td>Form cooperative learning groups of size 4</td>
<td>Pre- and post-survey measuring math anxiety</td>
</tr>
</tbody>
</table>

The last box is important: the higher the value of the social capital, the more important it is to share the results (Scholarship of Teaching and Learning, SoTL), and the more important it is for you to design ways to collect evidence—proof of this value.

Reflective Assignment

Select a course you are or will be teaching and:

State your learning objective using behaviors you can measure: At the end of this course students will be able to...

Form groups of 2 or 3 and share results.

Active Learning: Cooperation in the College Classroom

Johnson, Johnson & Smith
Interaction Book Co., 1998

Research on Cooperative, Competitive, and Individualistic Efforts

Since 1898 there have been over 600 experimental and over 100 correlational studies of cooperative, competitive, and individualistic efforts. These studies show that cooperation, compared with competitive and individualistic efforts, typically results in:

- Greater efforts to achieve
- More positive relationships among students
- Greater psychological health

(PP. 1/15, 1/16)

Student Learning Communities
One Solution to the Higher Education Problems: Student Learning Communities

- 1920s and 30s: Dewey and Meiklejohn
- Students learning in cohorts of size 20, taking 2 or 3 linked cross-disciplinary courses in common; other models (coordinated studies)
- Instructors plan the courses together and make connections for students in a one-hour pre-seminar meeting once a week
- After a sputtering stop and go start in the 1960s, a breakthrough happened at the Evergreen State College in the late 1970s and early 1980s

At Hogwarts, the simple premise is that students learn best in an environment that builds on their strengths and individual characteristics. However, Hogwarts also stresses learning from others and respect for difference.

The most powerful and enduring lesson offered by the Harry Potter books is that learning is in fact magical.

Assessment of Innovative Efforts: Lessons From the Learning Community Movement

Jean MacGregor, Vincent Tinto, and Jerri Holland Lindbald
AAHE, 2001 (pp. 41-48)

In a review of the Washington Center’s compilation of 70 assessment studies of learning communities, we found some promising results:

- Learning community students generally fare better academically, socially, and personally than those in comparison groups. This is especially true for at-risk students, underrepresented students, and students who generally make C’s and D’s. They are more civically engaged.
- Learning community students’ learning goes deeper, is more integrated, and is more complex than that of students in comparison groups.

Learning Communities: Creating Connections Among Students, Faculty and Disciplines

Gabelnick, MacGregor, Matthews, & Smith
1995, New Directions No. 41

“Learning communities always seem to push against an institutional glacier that grinds away at innovation, smoothing it out and trying to make it like everything else” (p. 50).
"... One reason we deny meaningful communities to our students is that we, as college teachers, do not participate in them ourselves. At many institutions there is no living community of practice among faculty that is actively negotiating the meaning of teaching and participating in revising the tools they use..." — John Tagg

Can We Build Learning Communities for Faculty? Do They Contribute to a Solution for Higher Ed Problems?

- Is there a need? If so, what could be the goals, objectives and outcomes? What topics, cohorts?
- How would they work? Activities? Size? Life?
- Leadership? How do you facilitate them?
- Funding, organization, location?
- What learning results for faculty, students?
- Can you harness them to produce scholarly teaching and SoTL?
- How can we assess this, collect evidence?
- What is their value—social capital, cost?
- Benefits to the administration? Accreditation?

Faculty and Professional Learning Communities

What does 30 years of experience and research show?

What is this effective and successful model, and how does it work?

What is a faculty and professional learning community?

How can you adapt the model for your college or university?

Heeding New Voices

Academic Careers for a New Generation
AAHE, 2000

Need?

What They Said

From conversations with participants in the Heeding New Voices interviews and focus groups, and informed by previous studies, we have identified a set of three core, consistent, and interwoven concerns that are on the minds of early-career faculty, and that graduate students worry about as they observe the faculty with whom they work. These are:

- lack of a comprehensible tenure system
- lack of community
- lack of an integrated life

(p. 8)
Yearning for Community

“Hearing New Voices interviewees told us they want to pursue their work in communities where collaboration is respected and encouraged, where friendships develop between colleagues within and across departments, and where there is time and opportunity for interaction and talk about ideas, one’s work, and the institution” (p. 13).

Building Faculty Learning Communities

A faculty and professional learning community is a voluntary, multidisciplinary, yearlong, structured, community of practice of size 8-12 meeting tri-weekly with a facilitator as member that includes building community and the development of SoTL.

2004, Cox and Richlin, New Directions in Teaching and Learning, Volume 97, Jossey-Bass

What is a faculty learning community?

What is a faculty learning community?

18 Faculty and Professional Learning Communities at Miami University 2008-09

Cohort-Based
- Teaching Scholars Community for Early-Career Faculty
- FPLC on the Role of Part-Time Faculty
- FPLC for Part-Time Faculty of Color

Topic-Based
- Developing Collaborative and Engaging Online Learning Experiences
- Cultivating Intellectual Curiosity in the College Experience
- Bachelor of Integrative Studies, Hamilton and Middletown Campuses

18 Faculty and Professional Learning Communities at Miami University 2008-09

Topic-Based FPLCs (continued)
- Enhancing Academic Success of Under-Represented Student Groups in STEM Disciplines
- Improving Student Research Literacy
- Quantitative Literacy
- Understanding and Developing an Inclusive Campus Climate
- Exploring Opportunities for Service Learning and Community Engagement
- Teaching Latin America: Diversity and Engagement
- Small Group Learning

Definition

Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.

(2002, p. 4)

A faculty and professional learning community is a specific type of community of practice.
18 Faculty and Professional Learning Communities at Miami University 2008-09
Extended 2007-08 FPLCs continuing through 2008-09
- Engaging in the Scholarship of Teaching and Learning (SoTL) (one year long, through December)
- Using Second Life and Virtual Worlds for Teaching and Learning (one year long, through December)
- Engaging Learner-Centered Teaching and Advocating the Learning Paradigm (3rd semester)
Starting in January 2009
- Using SmartPhones to Enhance Teaching and Learning
- Engaging in the Scholarship of Teaching and Learning (SoTL)

Outcomes: Change, FPLC Local Impact
- Miami University has had 129 FPLCs of 54 different types (cohorts + topics) since 1979
- 17% of full time faculty in 18 FPLCs in 2008-09
- 54% of current Miami faculty have participated
- 52% of current department chairs have participated
- FPLCs generate SoTL: At least 75% (in 2003, 100% (54/237)) of Miami Lilly Conference presenters each year are Miami FPLC graduates
- Miami: Named as one of top 4 national models for faculty development in Creating the Future of Faculty Development (Soricelli, Austin, Eddy, & Beach, 2006, Jossey-Bass - Anker)

Community: Role of All Members
- Bonding within to form community: off-campus retreats, conference, social gatherings
- Meals together
- Building an Esprit de Corps
- Motivating: Success for the team
- Providing safety for risk-taking, accountability, and innovation: climbing the bridge
- Bridging: Partnership organizations, cosponsors on and off campus
- Engaging, perhaps serving, other organizations
- Celebrate, enjoy

What is a faculty learning community?
What is a faculty learning community?
What is a faculty learning community?
What is a faculty learning community?
Miami Early-Career Faculty FPLC Teaching Projects Presented at the 2010 Lilly West Conference on College Teaching

Connecting with Distant Cultures: A Dialogic Pedagogy of Information Design
—Hustong Sun, English

A Multi-Faceted Approach to Inquiry-Based Learning
—Mike Brudzinski, Geology

Evaluating Service-Learning Outcomes and a Relationship to Critical Thinking Ability
—Brooke Finders, Nursing

Miami FPLC Teaching Projects at the 2010 Lilly West Conference on College Teaching

Enhancing Student Learning: A Discussion-Based Approach Using Cooperative Learning
—Melissa Schulz, Teacher Education

Problem-Based Learning as Foundation for an Introductory New Course for Non-Engineering and Engineering Students
—Dmitry Garmatyuk, Electrical and Computer Engineering

Inquiry-Based Assignments on a Service-Learning Platform
—Eva Rodriguez-González, Spanish and Portuguese

Miami Early-Career Faculty FPLC Teaching Projects Presented at the 2010 Lilly West Conference on College Teaching

Reducing Communication Apprehension by Investigating Together: An Experiment in Group Reporting
—Stephen Stiff, Journalism

Getting Fish to See the Water: Strategies to Help Students Experience Culture without Leaving the Country
—Stephanie Rolla, Communication

Supporting the Teaching-Learning Process of Students Using NOC Taxonomy
—Deborah Tibbs, Nursing

FLC Teaching Projects in a Medical School

- Using Bedside Portable Ultrasound to Perform Rapid Diagnostic Paracentesis
- Inpatient Web-Based Manual and Education
- Developing a Psychiatry Board Review Course
- Objective Assessment of Family Practice Residency Competency in the Outpatient and Inpatient Setting
- Evaluation of an EBM Curriculum at a Large Community Teaching Hospital
- E-Learning: Can it be Effective for Resident Education?
- Igniting Interest: Using Learner-Centered Teaching in a Child Psychiatry Residency
- Ask Me 2: A Tool to Enhance Communication Skills and Promote Health Literacy in the Ambulatory Setting
- Development of an Evidence Based Curriculum in a Residency Program

FPLC Example
Faculty Learning Community Integrating the Arts and the Curriculum
Pamela Fox, Dean School of Fine Arts
Roxanne Reed, Asst. to Dean, Facilitator

An FPLC Example
Faculty Learning Community Integrating the Arts and the Curriculum 2003-04
URL for this FPLC:
http://www.units.muohio.edu/cell/flcs/miami/flc-arts.php
Description: This community is designed to focus on creating an intimate link between the arts and the curriculum. It will explore ways in which the arts can play a crucial role in enhancing course objectives. An essential part of this exploration will include producing a resource guide that can serve as a reference tool for integrating the arts into the classroom
Amount: A total of eight awards will be given to participants in the amount of $1,000 for professional development and expenses.

Eligibility: All full-time University faculty are welcome to apply.

Selection: Selection will be made by a subcommittee of faculty and staff from the School of Fine Arts.

Submission: Email your application to Milton Cox, CELT, Langstroth Cottage.

Due date: Applications are due March 22.

Book Chapters and Courses Transformed
Part 1: Narrative Insights
Learning to Walk the Talk of Arts in Management
MGT 475, Organizational Management
Being Awake . . . The Purpose of Dreaming
ARC 423/523, The Architecture of Sensuality
Art and Philosophy
PHL 241, Aesthetics
Balance
WCP 141, Through a Child’s Eyes
Psychology and Arts: A Unique Marriage
PSY 343: Advanced Psychopathology: The Study of Trauma and Stress.

Part 1: Narrative Insights (continued)
Art and the Everyday: Theatre as a Way of Knowing
Theatre 393, Cultural, Ethnic and Gender Issues in Dramatic Literature
Art, Me, and My History Teaching
HST 383, Women in Chinese History
The Power of Art in the Classroom
ARC 335, Landscape: Inquiry and Experience
Part 2: Collaborative Learnings
Art and the Curriculum, Art as Creative Process
Creating a Common Vocabulary
Art as a Pedagogical Tool
Part 3: Common Syllabus
Syllabus-Making as Montage

Faculty and Professional Learning Community History and Outcomes

The Origin of FPLCs
- Independent of student learning communities, FPLCs started in 1979 at Miami University of Ohio.
- (1) The initial Miami years of local, one-dimensional cohort development for junior faculty, 1979-1985.
- (2) Local multidimensionality—the broadening of the model from the junior faculty cohort to other cohort and topic-based FPLCs at Miami, 1989-1998.
- (3) State, national, and international extension of the model to other institutions supported by state and federal funding, 1999 to present.
- In 1990s, we saw faculty outcomes similar to student learning communities: greater retention, faster intellectual development, greater civic contributions by FPLC members.
**FPLC Outcomes: Outreach & Impact**

- **Ohio Board of Regents Grant:** 1999, and Ohio Learning Network Adaptation, 2001-07: 119 PLCs, 1,250 members, 44 Ohio institutions, $1.7 million
- **FIPSE Grant:** 60 FPLCs of 30 types implemented in 3 years, 2001-02 to 2003-04
  - Claremont Graduate University
  - Indiana University Purdue University-Indianapolis
  - Kent State University
  - The Ohio State University
  - University of Notre Dame
- Project tested the “Miami FLC Model” and the success of mentored, accelerated adaptation—12 FLCs at each institution in 3 years: Two the first year, 4 the second, and 5 in the third.

**Follow-up Survey for FIPSE Project**

- In Spring semester, 2005, we used a web-based survey to follow-up with the participants and facilitators of the FPLCs created by the FIPSE project, as well as Miami University FPLC participants from the same time frame. (Notre Dame declined; Ohio University replaced.)
- Survey developed by Miami University in the 1990s and extended by Andrea Beach, project external evaluator, based on the Teaching Goals Inventory (Angelo & Cross, 1993)
- 648 invitations sent with 2 follow-up reminders.
- 395 responses, for an overall response rate of 61%

**Survey Results**

**Demographics**

- 32% Assistant Professors
- 20% Associate
- 13% Full
- 7% Instructors
- 13% Graduate Students
- 10% Professional Staff
- 5% Other
- 59% Female
- 41% Male

**Impacts on a 5 Point Scale That Survey Participants Reported As a Result of FPLC Participation**

- 1 = no impact
- 2
- 3 = moderate impact
- 4
- 5 = very substantial impact


**Survey Results: Student Learning**

**Top 10 Student Learning Outcomes Changes**

- An ability to work productively with others (3.58)
- Openness to new ideas (3.46)
- A capacity to think for oneself (3.44)
- Understanding of perspectives/values of course or discipline (3.39)
- Ability to think holistically (3.38)
- Ability to think creatively (3.38)
- Ability to synthesize and integrate information and ideas (3.37)
- Improved learning of concepts and theories (3.36)
- Problem solving skills (3.35)
- Ability to apply principles and generalizations already learned to new problems and situations (3.35)

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Survey Results: How Did You Know?
Assessments Faculty Used to Judge Changes in Student Learning
- 9 of 21 items rated over 3.0 (a moderate amount)
- Top 5:
  - Better class discussion and engagement (3.58)
  - Better classroom atmosphere (3.50)
  - Better papers and writing assignments (3.46)
  - Students more interested (3.46)
  - More successful achievement of existing learning objectives (3.38)

Survey Results: What Worked?
Teaching and Learning Approaches That Faculty Reported Resulted in Changed Student Learning:
- Five rated over 3.5
  - Active learning (4.07)
  - Student centered learning (3.99)
  - Discussion (3.84)
  - Cooperative or collaborative learning (3.84)
  - Writing (3.54)

Another 5 rated over 3.0

Survey Results: Faculty Development Changes
Top impacts on themselves that faculty reported as a result of FLC participation on 5 point scale:
1 = no impact, 3 = moderate impact, 5 = very substantial impact
1. Perspective on teaching and learning and other aspects of Higher Education beyond their own discipline. Mean = 3.93
2. Interest in the teaching process. Mean = 3.66
3. Understanding of and interest in Scholarship of Teaching and Learning (SoTL). Mean = 3.60
4. View of teaching as an intellectual pursuit. Mean = 3.74
5. Total effectiveness as a teacher. Mean = 3.55

A Faculty and Professional Learning Community is Not Just
- A committee or task force (may lack community and SoTL)
- A seminar or course (may lack community)
- A discussion group: teaching circle, brown bag luncheon group, book club (may lack SoTL)
- An action learning set (may lack community)
- And it is definitely not . . .

A Faculty and Professional Learning Community is Not Just
- A committee or task force (may lack community and SoTL)
- A seminar or course (may lack community)
- A discussion group: teaching circle, brown bag luncheon group, book club (may lack SoTL)
- An action learning set (may lack community)

An FPLC is
- A structure and process that can be engaged to help solve just about any educational or institutional problem or opportunity

Beyond North America and the Academy
- Australia, UK, Sweden, Belgium, Korea, Saudi Arabia
- Medical Schools
- Central Intelligence Agency
- Montreal Protocol on Substances That Deplete the Ozone Layer

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Planning Items for Best Practice

- What problem or opportunity do you want to address with an FPLC?
- What topic or cohort FPLCs do you want to design to address it?
- What FPLC model do you hope to use?
- How do you want to get started?
- How do you plan to engage SoTTL?
- Which of the 30 components do you want to engage, and how?

How Do You Determine FPLC Topics and Cohorts? And Then?

- Most FPLCs are managed in a teaching and learning center (TLC) that "puts out the call"
- Faculty will approach the TLC with suggestions for topics
- Professional units will approach the TLC wanting to co-sponsor (Hint: Matching funds)
- The provost may ask the TLC to address a topic (Hint: total funds)
- Then put out the call for applications and have a brief application form

Select Your Problem or Opportunity: What Topic or Cohort FPLCs Do You Want to Design to Engage Them?

Think about, write down, and share with your colleagues two teaching and learning or institutional problems or opportunities that you are encountering, with one related to:

Course/curriculum (critical thinking, active, student-centered learning, using small groups, STEM issues, curriculum revision, case studies, problem-based learning, underrepresented students, art, technology, diversity, writing, quantitative literacy...)

and one related to:

Institution (accreditation, mentoring, retention, diversity, advising, general education, part-time/adjuncts, senior faculty, junior faculty...)

An Example: A Course

- Problem: Critical thinking and/or problem solving: By the end of this course students will be able to analyze and solve "word" problems.
- Proposed solution: Explore various approaches to enhancing critical thinking and select some rubrics to implement and assess.
- What FPLC? Is teaching critical thinking a challenging endeavor in some courses in other disciplines? If so, form a topic-based FPLC that will explore and then engage and assess some approaches informed by perspectives from several disciplines. Alternative FPLC: topic of quantitative literacy
Another Example: An Institutional Challenge and Opportunity

- Challenge: Change behavior campus wide of instructors to have them include some active learning, considering the evidence that most students learn better when engaged actively.
- Proposed solution: Start an FPLC to educate the colleagues to this evidence, investigate the NSSE, engage FPLC members in initiating, assessing, and presenting active learning projects, and have FPLC members lead focus or study groups to nudge the institution along the route to becoming a learning paradigm college.

Select Your Problem or Opportunity:
What Topic or Cohort FPLCs Do You Want to Design to Engage Them?

Think about, write down, and share with your colleagues two teaching and learning or institutional problems or opportunities that you are encountering, with one related to:
- Course/Curriculum (critical thinking, active, student-centered learning, using small groups, STEM issues, curriculum revision, case studies, problem-based learning, underrepresented students, art, technology, diversity, writing, quantitative literacy, etc.),
- and one related to the institution (accreditation, mentoring, retention, diversity, advising, general education, part-time/adjuncts, senior faculty, junior faculty, etc.).

Start-Up Approaches

- Facilitator FPLC in the first year, then each participant facilitates an FPLC in the second year (Ohio University model).
- A retreat to identify topics and facilitators for the next year (Indiana University Southeast).
- Fast track: 2, 4, and 6 FPLCs in years 1, 2, and 3, respectively (FIPSE project model).
- Conservative track: Each year, one at a time.
- Advisory committee: senior, mid-career, and junior faculty; dean; department chair; teaching and learning center director.
- Get university senate and/or union endorsement.

Funding Suggestions

- Provost/academic VP.
- Dean, for a divisional FPLC project.
- Teaching center.
- Alumni development/foundation office.
- Partnership co-funding with other units.
- Internal grants: President’s office.
- External grants: FPLCs are relatively new—innovation: NEH, NSF, Lumina, Campus Compact, State agencies.
- Assessment/accreditation/institutional research offices.

Why the Success? Role of Support in Learning Communities

The Helix of Change

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Why Communities Now? Why Should We Build Them?

- Manage the Exponential Expansion of Knowledge
- Incorporate How People Learn: Brain Research
- Weave Again: Tapestry of Government and People
- Address Higher Education Problems
  - Mitigate Specialization and Isolation: Integrative
  - End Lost Learning Opportunities
  - Ease the Concerns and Stress of New Faculty
  - Engage the Scholarship of Teaching
  - Move to active learning: the Learning Paradigm
  - Become a Learning Organization

In Summary

- Community can be part of our academic lives, but it may not be easy to achieve
- Community is not for everyone
- Community is fragile, requires nurturing
- Community has value for deep learning
- Faculty and professional learning communities guide and support us to investigate problems and seize opportunities, to be practitioners and scholars of teaching and learning
- FPLCs, like student learning communities, help us and our students survive, learn, grow, and become better citizens

"The growth of any craft depends on shared practice and honest dialogue among the people who do it. We grow by private trial and error, to be sure—but our willingness to try, and fail, as individuals is severely limited when we are not supported by a community that encourages such risks."


Resources

Faculty and Professional Learning Community Website

References are at this address as well as details about each of the 30 FLC components:

http://www.muohio.edu/flc

FPLC Director’s and Facilitator’s Summer Institute
June 23-26, 2010
New and Experienced FPLC Directors and Facilitators Welcome
Kellogg Ranch
CalPoly Pomona
Southern California

FPLC International Conference
November 11-18, 2010
In Conjunction with the Lilly Conference at Miami
Call for Proposals
Due June 1
November 18-21
2010
www.muohio/flc

Comparing Student and Faculty Learning Communities

The Ongoing Cycle of Scholarly Teaching & the Scholarship of Teaching and Learning

<table>
<thead>
<tr>
<th>Scholarly Teaching</th>
<th>Knowledge Base About Teaching &amp; Learning</th>
<th>Scholarship of Teaching</th>
<th>Publication</th>
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<tbody>
<tr>
<td></td>
<td>Comparison</td>
<td></td>
<td>Presentation</td>
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<tr>
<td>Problem/Opportunity Teaching Project</td>
<td>Assessment Results &amp; Reflections Portfolio</td>
<td>Proposed Presentation</td>
<td>Peer Review</td>
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<td>Design Classroom Research</td>
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Adapted from Richardson, 1995

Comparing Student and Faculty Learning Communities

<table>
<thead>
<tr>
<th>Item</th>
<th>Student Learning Communities</th>
<th>Faculty Learning Communities</th>
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<tbody>
<tr>
<td>Students</td>
<td>Undergraduates</td>
<td>Faculty</td>
</tr>
<tr>
<td>Beginners</td>
<td>Freshman interest groups (FLC)</td>
<td>Junior faculty learning community</td>
</tr>
<tr>
<td>Ending isolation</td>
<td>Students traveling in cohorts</td>
<td>Faculty collaborative across departments and disciplines</td>
</tr>
<tr>
<td>Retention</td>
<td>At-risk students do better; support network, sense of belonging</td>
<td>Junior faculty participant tenured at a significantly higher rate</td>
</tr>
<tr>
<td>Intellectual development</td>
<td>Ambiguity moves students farther along scale</td>
<td>Multidisciplinary and community faculty move faculty faster</td>
</tr>
<tr>
<td>Dualism: Received Knowing</td>
<td>A concept or position is right or wrong; teacher feels authority</td>
<td>Only one way to teach teaching evaluations prepared by authorities</td>
</tr>
<tr>
<td>High risk</td>
<td>Non-standard program, will meet later priorities?</td>
<td>Time away from research writing, will it count toward P &amp; T</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Registrar, department cannot schedule; computer cannot make exceptions</td>
<td>Chair cannot find replacement to enable participation without fear for chair</td>
</tr>
</tbody>
</table>

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