Professional Literature on Faculty Learning Communities

Cox, M. D. (2004), Introduction to faculty learning communities. New Directions for Teaching and Learning, 2004: 5–23


Faculty Learning Communities: Ten Necessary Qualities for Building Community. http://www.units.miamioh.edu/flc/qualities/php


Challenge
Building capacity to support an ever increasing number of faculty teaching online and hybrid courses is a significant challenge.

Solution
Faculty Learning Communities (FLCs) have transformed how Grand Valley State University (GVSU) is providing timely, and high quality professional development. FLCs have been successfully implemented to build collegiality across the institution while effectively supporting the needs online/hybrid instructors.

Definition
The GVSU Faculty Learning Communities model is based on a structure developed by Milton Cox at Miami University. The FLCs allow faculty to engage in an active and collaborative yearlong program with a curriculum focused on enhancing teaching and learning in an online/hybrid format. Conversations, activities, and faculty-led dialogue provide shared learning experiences, professional development, and community building.

Role of the Facilitator
The FLC facilitator plays an essential role in helping to create and sustain not only the structures, but also the culture that can foster genuine community, deep learning, and projects of significance.

Champion – Keep members’ focus on the big picture while motivating participants to take the risk to change in their individual arenas. Provide resources, information, and insights and encourage others to do the same.

Coordinator – Focus on the operational and logistical aspects of the community (communication, reading schedule, meeting agendas, discussion facilitation and reporting).

Energizer – Monitor and direct the interaction of the FLC members, encouraging participation, involvement, and mutual engagement. This includes providing necessary interventions, encouragement of humor and enjoyment, mutual respect and trust, summarizing, empathizing, consensus seeking, etc."

Online & Hybrid Faculty Learning Communities
Online & Hybrid Learning Communities provide a venue for faculty-led dialogue and to share collective expertise regarding online/hybrid instruction at GVSU.

FLCs are made up of a cross-disciplinary group of faculty, librarians, instructional designers, and eLearning staff with varying levels of online and hybrid teaching experience.

Participants explore best practices in online teaching and learning while developing their own technological and pedagogical expertise.

Online and Hybrid Learning Communities meet once a month (October through April) for 90 minutes on 3 campuses.

Mission/Objectives
By participating in this learning community, members are able to:
• Support new and experienced online/hybrid faculty through dialogue and samples
• Explore best practices associated with online/hybrid teaching and learning
• Identify emerging technological needs to support online teaching and learning
• Share collective expertise across disciplines and multiple campuses

More Information
OLC guest account access to GVSU’s Blackboard Faculty Learning Community site: mybb.gvsu.edu

Username: olcacaccelerate.guest | Password: olc2017