



Co-Constructing a Faculty Learning Community for Our Current Moment

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TOPIC

Faculty learning communities (FLCs) in higher education have historically centered around the goals of building community, engaging in scholarly practice, and developing the scholarship of teaching and learning (SoTL). In 2021 we acknowledged this legacy while also addressing the current moment in the restructuring of a longstanding FLC known as Alumni Teaching Scholars (ATS) at Miami University to spotlight aspects of diversity, equity, and inclusion (DEI) across various disciplines. We will share the emergent and reciprocal process that has unfolded with challenges we've faced in this co-constructed community toward creating more socially just and inclusive teaching in college classrooms.

ACKNOWLEDGEMENTS

Miami University established the Alumni Teaching Scholars Program in 1978 with the support of a three-year grant from the Lilly Endowment. The Program won the 1994 Hesburgh Award, given to the best faculty development program that enhances undergraduate education in the United States. Beginning in 2021 the program is now the Advancing Teacher Scholars to honor the scholarship of teaching and learning (SoTL) developed by Dr. Milton D. Cox. The community builds every other year.

COMMUNITY KICKOFF



New
Texts



Advancing Teacher Scholars are provided experiences with the following:

1. **Innovative Teaching and Learning:** Engage in pedagogical conversations with other colleagues to inform the design of a teaching project
2. **Assessment:** Develop greater understanding for the uses of formative and summative evaluation of teaching
3. **Community:** Build interdisciplinary connections to support early-career faculty who share an enthusiasm for teaching and learning
4. **Diversity, Equity, and Inclusion:** Enhance awareness around diversity that can lead to more inclusive classroom actions

REFERENCES

Cox, M., Richlin, L., & Essington, A. (2012). *Faculty Learning Community Planning Guide*. Los Angeles, CA: Alliance Publishers.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. John Wiley & Sons.

Poch, R., O'Brien, M., & Solheim, C. (2017). *Teaching interculturally: A framework for integrating disciplinary knowledge and intercultural development*. Stylus Publishing, LLC.

OBJECTIVES

1. Consider the central role of DEI in any faculty learning community no matter the focus.
2. Contemplate the opportunities and challenges of co-constructing a faculty learning community
3. Contribute to the conversation around DEI and socially just teaching in college classrooms

SEMINAR DESIGN

Each seminar is designed around notions of ongoing personal awarenesses that could/might lead to changes in professional actions. We look to honor the knowledge and experiences of each ATS member but also look to build new knowledge and make connections through engagement with various texts across each of the **4 pillars:** Community, DEI, Assessment, & SoTL.

- **Seminar 1:** Characterizing, Questioning, Relating SoTL to Diverse Disciplines
- **Seminar 2:** Sharing Individual SoTL Project Ideas
- **Seminar 3:** Formative Assessment & Peer Feedback on SoTL Project Proposals
- **Original Lilly Conference on College Teaching,** Oxford, OH
- **Seminar 4:** DEI Lenses for Looking at Lilly



Lilly Presentations: What's Present? What's Missing?	
Grounded in the Lives of our Students?	Hopeful, Joyful, Kind?
Critical?	Activist?
Multicultural? Anti-Racist? Pro-Justice?	Academically Rigorous?
Participatory? Experiential?	Culturally Sensitive?

CITATIONS

Bigelow, B. (2001). *Rethinking our classrooms: Teaching for equity and justice* (Vol. 2). Rethinking Schools.

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CELatElon. (2013, September 9). *Key characteristics of the scholarship of teaching and learning* [video]. YouTube. <https://www.youtube.com/watch?v=yvDKHHyx7YY>.

