

Building and Sustaining Effective Learning Communities for Faculty and Students: Recommendations From Implementation Science

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After Our Session Has Ended Today . . .  
More Helpful Information  
for Copies of the Slides  
Email Me at  
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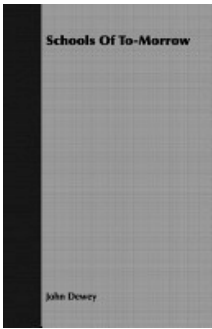
What are we going to do here today?

- Discuss implementation science results: Faculty Learning Communities (FLCs) provide best educational and academic development and implementation
- Provide an intro to FLCs
- Review 16 infrastructure recommendations that make FLCs implementable and sustainable

Session Learning Objectives

After this session you will be able to describe

- definition, overview, examples, infrastructure, and assessment results of faculty learning communities (FLCs)
- implementation science results: why FLCs provide the best approach for implementing teaching and learning innovations for instructors and students
- 16 recommendations for building and sustaining FLCs




Schools Of To-Morrow

John Dewey

1915

A Centennial + 1 Moment

“The Teacher and the book are no longer the only instructors; the hands, the eyes, the ears, in fact the whole body, become sources of information, while teacher and textbook become respectively the starter and the tester.” (p. 74).



John Dewey

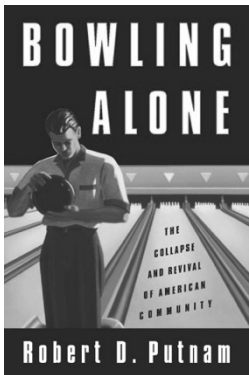
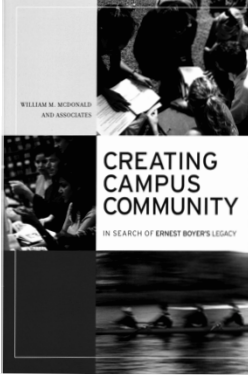


Google Banner for March 19, 2012  
The Bridge's 80<sup>th</sup> Birthday

***The Power of Community***

“The term *social capital* . . . invented . . . to call attention to the ways in which our lives are made more productive by social ties” (p. 19).

(2000) Simon & Schuster

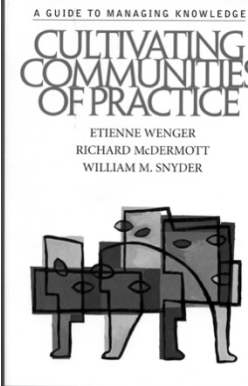



“Academic culture is a curious and conflicted thing . . . infamous for fragmentation, isolation, and competitive individualism—a culture in which community sometimes feels harder to come by than in any other institution on the face of the earth.”

—Parker Palmer, in *Creating Campus Community*, William M. McDonald, Jossey-Bass, 2002 (p. 179)

**We Developed FLCs in 1979 to Address These Challenges**

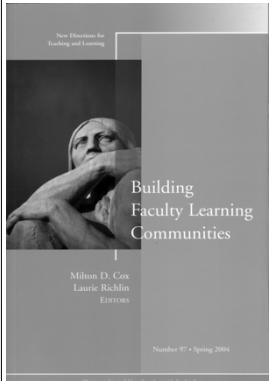
1. Absence of community in higher education
2. No places for faculty to learn about, try, and assess teaching and learning innovations
3. Broken connections between departments and between disciplines (interdisciplinarity)
4. Few connections between faculty and their institutions
5. Lack of community for early-career academics
6. No implementation of evidence-based teaching
7. Lack of development of evidenced-based teaching and the scholarship of teaching and 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)




**Definition of FLC**

A *faculty learning community* is a **yearlong, specifically structured, academic** community of practice that includes the **goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of SoTL.**


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

**Implementation Science**


Confirms that FLCs offer a faculty/staff educational development approach that offers the best opportunity to implement and sustain teaching and learning innovations and interventions—SoTL—for your faculty and students



**Bench to Bedside**  
www.cc.nih.gov/ccc/btb/




The Bench-to-Bedside (B2B) Program of NIH funds research teams seeking to translate basic scientific findings into therapeutic interventions for patients.



### Definition & Key Terms of Implementation

*Definition:* Implementation is the art and science of incorporating evidenced-based innovations, interventions, and evidence-based programs (EBPs) into typical human service settings to benefit the clients of practitioners.



Bench	→ Journals	→ Bedside
Research	→ Implementation	→ Service
EBP	→ Purveyor	→ Practitioners and Clients
Team-based learning	→ Teaching & Learning Center	→ Instructors and Students
Active Learning	→ Teaching & Learning Center	→ Instructors and Students

*... studies indicate that ... forms of active learning produce greater gains in critical thinking than lectures, yet the lecture format is still the standard in most college classes ...*

Bok, D. (2005, December 18). Are colleges failing? Higher Ed Needs New Lesson Plans. *Boston Globe*.


### The National Implementation Research Network (nirn)



<http://nirn.fpg.unc.edu>

Research to practice gap  
We don't use what works

Implementation gap  
We don't use innovations with fidelity  
We don't build capacity to sustain innovations



Lacking good information about implementation best practices, policy makers have invested heavily in the science of interventions, not in science of implementation.


U. S. federal government invests 99% in intervention research and 1% in implementation

### The National Implementation Research Network (nirn)



- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network (FMHI Publication #231).
- *Download all or part of the monograph at:*  
<http://nirn.fpg.unc.edu/resources/implementation-research-synthesis-literature>
- Global Implementation Conference, May 26-28, 2015  
Dublin, Ireland  
<http://globalimplementation.org>




  
**Disciplines/Agencies Involved**

*at 2011 GIC conference*

<ul style="list-style-type: none"> <li>▪ Aging</li> <li>▪ Autism</li> <li>▪ Community Development</li> <li>▪ Crime and Delinquency</li> <li>▪ Education</li> <li>▪ Health</li> <li>▪ Public Health</li> <li>▪ Global Health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mental Health</li> <li>▪ Primary Prevention</li> <li>▪ Reproductive Health</li> <li>▪ Sexual Orientation</li> <li>▪ Supports &amp; Services</li> <li>▪ Social Services</li> <li>▪ Substance Abuse</li> <li>▪ Prevention &amp; Treatment</li> </ul>
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Implementation principles are not dependent on disciplines, diagnoses, or geography

**Quiz About Effective Implementation:**  
**To change behavior,**  
**what works and what does not?**

Introduce yourselves and discuss and select at your table

<ul style="list-style-type: none"> <li>▪ "Please do X"</li> <li>▪ Incentives</li> <li>▪ Training sessions</li> <li>▪ "You must do X"</li> <li>▪ People talking to people over time</li> <li>▪ Workshop</li> <li>▪ The literature, journals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Penalties</li> <li>▪ Shame</li> <li>▪ One-on-one facilitators or mentors</li> <li>▪ An adoption decision</li> <li>▪ More evidence provided</li> <li>▪ Mass media</li> <li>▪ Consulting</li> </ul>
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**Approaches for Changing Behavior**

Goal: "X is what we do," establishing X as the norm in a system and a culture, day in and day out, even when no one is watching.

<p><i>What Does Not Work</i></p> <ul style="list-style-type: none"> <li>▪ "Please do X"</li> <li>▪ "You must do X"</li> <li>▪ Incentives rather than penalties</li> <li>▪ More evidence provided</li> <li>▪ Mass media</li> </ul>	<p><i>What Does Work</i></p> <ul style="list-style-type: none"> <li>▪ <b>Diffusion: people talking to people over time</b></li> <li>▪ <b>Provision of one-on-one facilitators/mentors who show why and how</b></li> </ul>
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**People follow the lead of others they know and trust.**


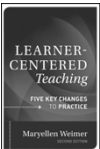
Gawande, A. (2013, July 29). Slow ideas: Some innovations spread fast. How do we speed the ones that don't? *Annals of Medicine. The New Yorker*, 89(22), 36-45.


  
**What Does Not Work**

The following methods, when used alone, are insufficient:

- Implementation by laws/mandates/regulations
- Implementation by providing funding or incentives
- Implementation without changing supporting roles
- Diffusion/dissemination of information
- Training sessions, no matter how well done
- An adoption decision

More data on program outcomes will not help implement that program with fidelity and benefits for intended recipients. A poorly implemented program can lead to failure as easily as a poorly designed one.


→ → → → →


2002 2013


"I believe that this edition is stronger because it tackles with more vigor what hasn't changed since the 2002 edition, and, regrettably, that includes almost everything for change in the first edition."





"Evidence in Chapter Two, on research, . . . verifies that . . . instruction overall continues to be mostly teacher centered."

Mary Ellen Weimer *Learner-Centered Teaching: Five Key Changes to Practice* (2013), p. viii, Preface to the Second Edition, San Francisco: Jossey-Bass

**Programming Used by Teaching and Learning Centers as Purveyors**

- Workshops (training, not over time)
- Grants, Awards (but are incentives)
- Consulting, SGIDs (not over time)
- Media, Online (please do)
- Book clubs (only social)
- Conferences, Journals (no)
- People talking to people over time
- One-on-one facilitators or mentors
- People follow the lead of others they know and trust.








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- Workshops (training, not over time)
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- Consulting, SGIDs (not over time)
- Media, Online (please do)
- Book clubs (only social)
- Conferences, Journals (no)
- Communities of practice (If structured)
- Faculty learning communities (Yes!).

*People follow the lead of others they know and trust.*


### Once Your Institution Has FLCs The FLCs Become Purveyors of Interventions

*Definition:* Implementation is the art and science of incorporating evidenced-based interventions (**PBL**) into a typical human service setting (**college or university**) to benefit the clients (**students**) of the practitioners (**instructors**).



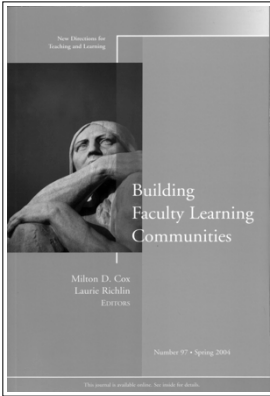
Bench → Journals → Bedside  
EBP → Purveyor → Practitioners & Clients  
PBL → FLC → Instructors & Students

People talking to people over time  
One-on-one facilitators or mentors  
*People follow the lead of others they know and trust.*



### Final Note About Implementation

- It takes 2-4 years to complete in most provider organizations
- Practitioners use programs, not scientific rigor, in their interactions with clients
- An organization may move from full implementation back to initial implementation during times of high staff turnover



### Definition of FLC

A faculty learning community is a **yearlong, specifically structured, academic** community of practice that includes the **goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of SoTL.**

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

### What An FLC Is – And Is Not

Group	Created By	Purpose	Community	SoTL
Seminar/Course	department	learning	maybe	no
Committee	organization	process or product	no	no
Task Force	administration	process or product	no	no
Discussion/Brown Bag	organization or participants	learning	maybe	no
Book Group	organization or participants	learning	maybe	no
Community of Practice	participants	learning	some	maybe
Faculty Learning Community	facilitator & participants	community, learning, SoTL	yes	yes

Slide thanks to Laurie Richlin

- ### Examples of FLCs and Campuses
- Xavier University in Cincinnati, Ohio
  - Arizona University College of Medicine
  - University of Adelaide
  - Universidad del Norte
  - American University Beirut
  - Hong Kong Baptist University
  - Miami University

**Xavier University, Cincinnati**

- Started Teaching Center and FLC Program at the same time in 2010-11
- Implemented 3 FLCs starting fall
  - Mid-Career Faculty
  - Sustainability
  - Effective Laboratory Courses in the Core Curriculum
- 2 FLCs starting in spring
  - Using Technology to Extend Classes Beyond the Classroom
  - Mentoring Undergraduate and Graduate Research

Phoenix, Arizona Citywide FLC in Medicine  
University of Arizona College of Medicine  
FLC Topic: Adult Learning

**Interprofessional Education**  
**13 Physicians plus the Director, Office of Learning and Teaching:**


- 4 General Medicine
- 2 Family Medicine
- 1 Medicine-Pediatrics
- 1 Medicine-Research
- 3 Pediatrics
- 2 Psychiatry



**The University of Adelaide**  
**2014-15**

**Topics of CoPs**


1. First Year Experience
2. Flipped Classroom
3. MOOCs
4. Studio Teaching
5. Large Classes
6. eAssessment



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Comunidades de aprendizaje docente (CAD) (FLC)

1. Transformación de curso  
Course transformation initiative
2. Pedagogía infantil  
Early childhood education program
3. Aprendizaje Efectivo  
Effective learning
4. Estrategias de Evaluación Flexibles  
Strategies for flexible evaluation




2013-14

1. Enhancing academic reading of graduate students
2. Team-Based Learning
3. Blended Learning
4. Community Based Learning in Writing




Examples of FLCs at American University Beirut  
2012-13 First Year



Examples of CoPs/FLCs at Hong Kong Baptist University  
2013-14

1. Whole-person education in medical practices
2. Enhancing students' graduate attributes through PBL and service learning in courses
3. Teaching portfolio frameworks
4. Student e-portfolios
5. Holistic mentoring in the sciences



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**Building Capacity and Sustainability:  
Change, Local Impact at Miami University  
Becoming a Learning Organization**

- 140 FLCs of 66 different topics or cohorts since 1990
- 17% of full time faculty in 18 FLCs in 2008-09
- 54% faculty participated in FLCs
- 52% of department chairs participated in FLCs

**Examples of FLCs  
Miami University, Ohio**

*Cohort based FLCs*

- Early-career faculty
- Senior & mid-career faculty
- Part-time / adjunct
- Department chairs
- Graduate students

**FLCs Enable Senge's 5 Components  
of a Learning Organization**



**Systems Thinking**  
View system as a whole; unit connections

**Personal Mastery**  
Support innovation, opportunities, learning

**Mental Models**  
Culture shapes approaches to peers, work, society

**Building a Shared Vision**  
Collaborative creation of goals, actions, outcomes

**Team Learning**  
Opportunities to work on teams; safe innovation

Senge, P. M. (1990). *The fifth discipline*. New York: Doubleday.

*At your table*

- Select an FLC cohort or topic

**The 16 Recommendations  
Based on 37 Years of Experience  
With and Research on FLCs**

<p><b>1. Size &amp; Time Length</b></p> <p><b>2. Membership</b></p> <p><b>3. Affiliates</b></p> <p><b>4. Multidisciplinary</b></p> <p><b>5. Meetings</b></p> <p><b>6. Social</b></p> <p><b>7. Facilitator</b></p> <p><b>8. Goals, Objectives, Topics, Budget</b></p>	<p><b>9. Commitment &amp; Trust through Community</b></p> <p><b>10. Assess Impact, Change</b></p> <p><b>11. Evidenced-Based, SoTL</b></p> <p><b>12. Present Outcomes</b></p> <p><b>13. Online / Distance</b></p> <p><b>14. Enablers</b></p> <p><b>15. Embed in Center</b></p> <p><b>16. Adapt</b></p>
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**From 37 Years of Experience With and  
Research on FLCs: 16 Recommendations**

1. Limit to workable size: 8 to 10 (6-12 maybe) faculty, professionals, administrators
2. Make membership voluntary by application process, with department chair sign off (Tables 3.1 and 3.2)
3. Consider having affiliate partners: mentors, student associates, consultants

**From 37 Years of Experience With and Research on FLCs: 16 Recommendations**

4. Select a multidisciplinary FLC cohort, topic, goals, and membership; 3 reasons:
  - applicant curiosity,
  - richness of innovations,
  - relief from dysfunctional units
5. Meet every 3 weeks for 2 hours **for one academic year**; determine meeting time during member applications

People talking to people over time

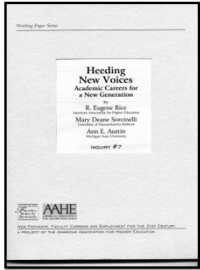
**From 37 Years of Experience With and Research on FLCs: 16 Recommendations**

6. Provide social moments, build community, and have food at meetings; an FLC is not a committee or task force

**Missing Community**

Early-career academics and other cohorts floundering without a community of peers

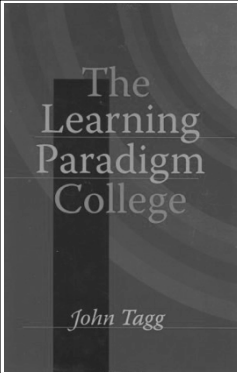
- lack of community
- lack of an integrated life
- lack of a comprehensible tenure system



AAHE, 2000

**Yearning for Community**

*“Heeding New Voices* interviewees told us they want to pursue their work in communities, . . . 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).



“One reason we deny meaningful communities to our students is that we, as college teachers, do not participate in them ourselves.”

John Tagg, 2003  
pp. 262, 263

**From 37 Years of Experience With and Research on FLCs: 16 Recommendations**

7. Make the facilitator a key participating member who at start designs, determines goals, then models behavior.

People talking to people over time  
One-on-one facilitators or mentors  
People follow the lead of others they know and trust.



“Stay flexible! Nothing happens as fast as you think it will. Be willing to pause, take valuable side trips dictated by the ebb and flow of the group. Don’t push too hard, and listen a lot more than you talk. Good things will happen, but it takes time and will not follow the road map drawn on day one. Also, be sure everyone is having fun and enjoying the process. Do fun things. Eat well. Build a culture of trust and mutual respect. Learn from the diversity and creativity of the individuals in the group.”

—Jack Gifford, Chair, Marketing, and Facilitator, Teaching Portfolio FLC in the Miami University School of Business, 1994; *Handbook* (2011)

From 37 Years of Experience With and Research on FLCs: 16 Recommendations

- 8. Have members determine FLC objectives, meeting topics, budget use

Budget Considerations

- Amount available for your FLC and source
- What items to fund
  - Food and hosting
  - Books
  - Member professional expenses
  - Facilitator professional expenses
  - Travel
  - Guest presenters
  - Supplies/materials/printing

From 37 Years of Experience With and Research on FLCs: 16 Recommendations

- 9. Obtain and maintain member **commitment and trust** through community.

This is how you get things done.

People follow the lead of others they know and trust.

From 37 Years of Experience With and Research on FLCs: 16 Recommendations

- 10. Assess 3 areas of impact of the FLC experience:
  - Development of the FLC members
  - Student learning / effectiveness of innovation or curriculum as a result of the FLC
  - Impact of the FLC components engaged

Are FLCs an Evidence-Based Program?

FIPSE Grant, 2001-05

FLC Survey, 2005, 6 Universities

648 Invitations, 395 Responses, Response Rate 61%

1 = no impact, 3 = moderate impact, 5 = very substantial impact

Top 6 Impacts on FLC Members

- 1. Perspective on teaching, learning, & higher ed. beyond own discipline (3.93)
- 2. Interest in the teaching process (3.86)
- 3. Understanding of and interest in SoTL (3.80)
- 4. View of teaching as an intellectual pursuit (3.74)
- 5. Comfort level as a member of the university community (3.55)
- 6. Total effectiveness as a teacher (3.55)

**Faculty/Educational Development Changes**  
*N = FIPSE Project, X = Xavier University, AZ = Phoenix Medical FLC*

Top 5 impacts on themselves that faculty reported as a result of FLC participation on 5 point scale:

- Perspective on teaching and learning and other aspects of Higher Education beyond their own discipline.  
 N Mean = 3.93    1. X Mean = 4.47    4. AZ Mean = 4.07
- Interest in the teaching process.  
 N Mean = 3.86    5. X Mean = 4.09    1. AZ Mean = 4.46
- Understanding of and interest in SoTL.  
 N Mean = 3.80    6. X Mean = 4.03    5. AZ Mean = 3.97
- View of teaching as an intellectual pursuit.  
 N Mean = 3.74    3. X Mean = 4.24    2. AZ Mean = 4.43
- Total effectiveness as a teacher.  
 N Mean = 3.55    11. X Mean = 3.32    6. AZ Mean = 3.88

**FLCs, an Evidenced-Based Program Survey Results: Student Learning**

*Top 10 Student Learning Outcome Changes Due to FLCs*

- An ability to work productively with others (3.50)
- 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 (3.39)
- 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)

**Survey Results: How Did Instructors Know?**

Assessments Instructors Used to Determine 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 to Create the Change?**

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



**FLC Outcomes**

[www.celt.muohio.edu/lcj/](http://www.celt.muohio.edu/lcj/)

Beach, A. L., & Cox, M. D., (2009). The impact of faculty learning communities on teaching and learning. *Learning Communities Journal*, 1(1), 7-17.

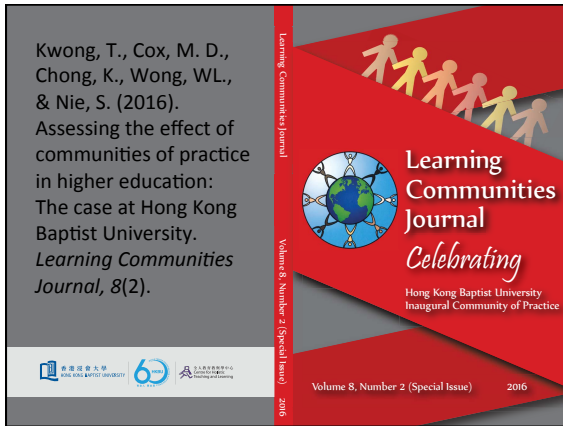
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**Your Changes as a Result of the CoP Participation (Questionnaire)**

Slide: Thanks to Eva Wong & Theresa Kwong, Centre for Holistic Teaching and Learning, HKBU

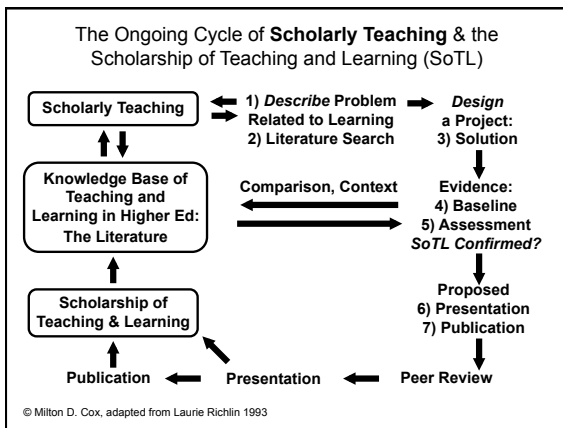
	Hong Kong BU (CoP 1, 3, 4 and 6)			Beach & Cox (2009) 6 universities in US (Table 5)			P-value	
	Mean	S.D.	N	Mean	S.D.	N		
01. Perspective on teaching and learning /other 10 aspects of higher education beyond discipline	3.58	0.76	26	3.93	1.11	369	0.0273	
02. Interest in teaching process	5	3.73	0.78	26	3.86	1.08	361	0.4276
03. Understanding and interest in scholarship of teaching	8	3.67	1.09	24	3.80	1.14	368	0.5630
04. View of teaching as an intellectual pursuit	2	3.81	0.75	26	3.74	1.16	364	0.5706
05. Comfort level as a member of the university community	4	3.75	0.84	28	3.55	1.18	374	0.2424
06. Total effectiveness as a teacher	9	3.59	0.75	27	3.55	1.14	354	0.7851
07. Awareness of ways to integrate teaching/research experience	7	3.73	1.00	26	3.41	1.27	365	0.1230
08. Technical skill as a teacher		3.33	0.92	24	3.38	1.46	341	0.8185
09. Awareness of how to serve student learning needs	3	3.79	0.98	29	3.33	1.19	354	0.0165
10. Confidence in addressing student needs in/out of class	5	3.72	0.84	29	3.29	1.20	352	0.0105
11. Understanding of your role at the university		3.55	0.87	29	3.26	1.23	358	0.0946
12. Awareness of how diversity influences/enhances teaching and learning	1	4.11	0.85	27	3.25	1.30	351	0.0000
13. Research and scholarly interest with respect to discipline.		3.40	0.82	25	3.18	1.27	366	0.2128

\*P-value in BLUE signifies that there is a significant difference at  $\alpha=0.05$



From 37 Years of Experience With and Research on FLCs: 16 Recommendations

11. Employ an evidenced-based, scholarly approach leading to the scholarship of teaching and learning



**Examples for Encouragement:**  
*Developed In Less Than a Year*

Early-Career Faculty SoTL Projects Presented on Campus and at the 2015 Lilly Conference on College Teaching

*Making Video Lectures More Interactive and Engaging in a Flipped Classroom*  
 —Neil Brigden, Marketing

*Learning to Fail: How to Make Failing Part of Learning*  
 —Dennis Cheatham, Art; Design

*A Comparison of Learning in a Simulation-Based Course and a Traditionally Taught Course*  
 —Jennifer Rode, Nursing

*A Twist on Teaching With Cases: Using an Interactive Case Study to Measure Course Outcomes*  
 —Mahauganee Shaw, Educational Leadership

*Interviewing 101: Teaching Students to Learn From the Stories People Tell*  
 —Christopher Sutter, Entrepreneurship

From 37 Years of Experience With and Research on FLCs: 16 Recommendations

12. Present the FLC outcomes to the college or university

13. Blend online/distance FLCs with an initial and 2 or 3 face-to-face meetings

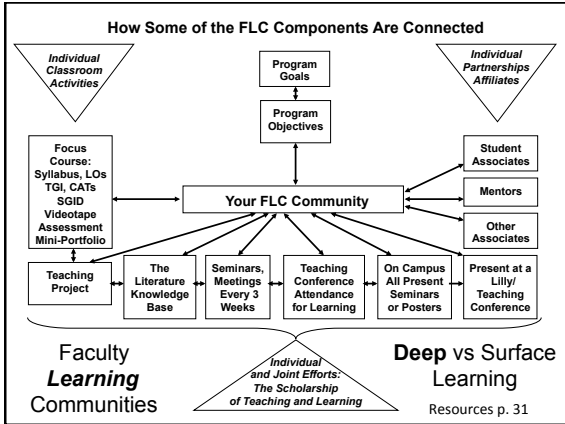
14. Include enablers such as rewards, recognition, and a celebratory ending

From 37 Years of Experience With and Research on FLCs: 16 Recommendations

15. Imbed an FLC Program into a Teaching and Learning Center and have an FLC Program Director

From 37 Years of Experience With and Research on FLCs: 16 Recommendations

16. Adapt the FLC model for your readiness and institution

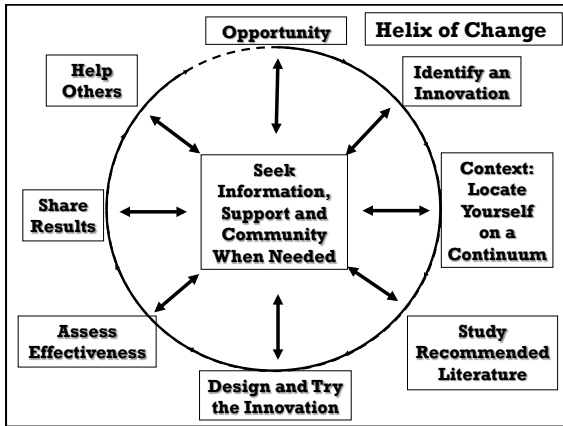


- 16 Recommendations for Sustaining FLCs Based on 37 Years of Experience, Research, and Implementation Science Confirmation
- |                                      |  |
|--------------------------------------|--|
| 1. Size & Length: <b>8-10, year</b>  | 9. Commitment & Trust Through <b>Community</b> |
| 2. Membership: <b>Voluntary</b>      | 10. <b>Assess</b> Impact, Change               |
| 3. Affiliates: <b>Students</b>       | 11. <b>Evidenced-Based, SoTL</b>               |
| 4. <b>Multidisciplinary</b>          | 12. <b>Present Outcomes</b>                    |
| 5. Meetings: <b>2 hrs, 3 wks</b>     | 13. Online / Distance                          |
| 6. Social ( <b>Food</b> )            | 14. Enablers                                   |
| 7. Facilitator: <b>Prepared</b>      | 15. <b>Embed in T&amp;L Center</b>             |
| 8. Goals, objectives, topics, budget | 16. Adapt to your culture                      |
- People follow the lead of others they know and trust.**

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

- Session Summary and Wrap Up
- What works: Learning with one-to-one mentoring and support over time
  - What works: Establishing a learning community of those who know and trust each other
  - Build purveyor bridges: from bench to bedside, from evidenced-based approach to instructor and learners
  - If your innovation is not working, it is not because research has shown it to be ineffective. Research has shown the contrary. It is because we are not implementing it faithfully and effectively. Now you know how.
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### Faculty Learning Community Website

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

<http://www.miamioh.edu/flc>

**THE COURAGE TO TEACH**  
EXPLORING  
THE  
INNER LANDSCAPE  
OF  
A TEACHER'S LIFE  
PARKER J. PALMER

"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."  
—*The Courage to Teach*, Parker J. Palmer, Jossey-Bass, 1998 (p. 144)