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From WAG to FLAG: FLC for Supporting Writing Across WMU

Lisa Singleterry (BSon) and Susan Caulfield (SIHP)



Instructional Development Project Grant Award 2018-19

FLAG grew out of the WAG workshops, as faculty wanted to continue the conversation and we sought a structure that would facilitate that process. After consulting with Milt Cox, WAG was seen as a quasi FLC, so we developed a full FLC to address faculty concerns related to student writing assignments.

FLAG ended up with 8 members, representing three colleges and seven disciplines. FLAG met 12 times during the 2018-19 academic year, for 2 hours each time. Meetings focused on readings or other materials provided by members of FLAG. Conversations were robust and members were actively engaged in the process.

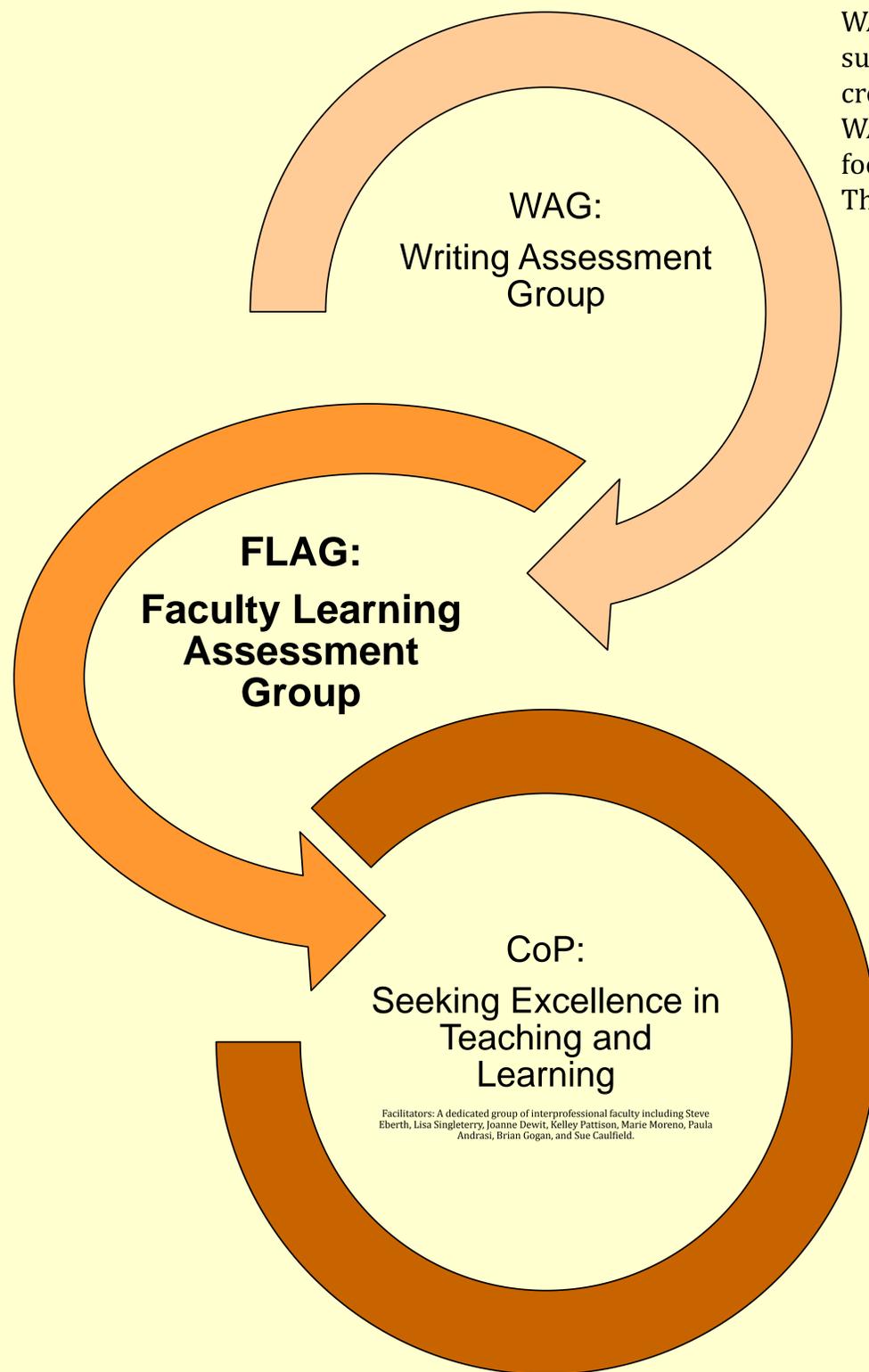
A key part of an FLC is the project, done either by the entire FLC group or subgroups of the FLC. Our FLC faltered at the idea of a project. After repeated attempts by the FLC facilitators to pursue a project, it became clear that what the FLC faculty most wanted was not another project, but further help with teaching-related matters. At the last meeting of the FLC, in May 2019, the infrastructure for a community of practice as developed.

The work of FLAG was supported by a **2018-19 OFD Instructional Development Project Grant**.



[FLAG, Writing Faculty Learning Community](#)

FLAG-2016 •



WAG was created in response to 5 focus groups held during the spring and summer of 2015. Based on focus group data, faculty desired guidance on creating and evaluating student writing assignments.

WAG met three times a semester and consisted of facilitated workshops focused on creating and evaluating student writing assignments.

This work was supported by an Assessment Fellows Grant for 2015-16.



Our CoP was the outcome of the 2018-19 FLC.

The intent of this CoP is to provide faculty regular exposure to a community of teachers engaged in the exploration of evidence-based teaching strategies through shared reading and reflection.

We plan to encourage best practices; provide an environment of trust and support where experiences, thoughts, ideas, and articles can be exchanged; build an interdisciplinary learning community to motivate and improve skills; update teaching practices; provide resources; and develop reflective practice skills to improve the education of our students.

CoP outcomes

- Identify the benefits of creating a university community where faculty support the development of teaching skills through the sharing of perspectives.
- Integrate evidence-based teaching methods through a structured reflective process.
- Apply updated knowledge regarding best practices to improve teaching skills.
- Improve student learning outcomes.

The CoP is supported by a 2019-20 OFD IDPG.