The Development of a WMU Faculty Learning Community focused on Exploring Pedagogical Strategies in Graduate Education

Ramona Lewis
Western Michigan University, ramona.lewis@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/acad_leadership

Part of the Educational Leadership Commons, and the Higher Education Commons

WMU ScholarWorks Citation

This Poster is brought to you for free and open access by the Office of Faculty Development at ScholarWorks at WMU. It has been accepted for inclusion in Academic Leadership Academy by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
The Development of a WMU Faculty Learning Community focused on Exploring Pedagogical Strategies in Graduate Education

Ramona Meraz Lewis, EdD – Faculty Specialist II
ACADEMIC LEADERSHIP ACADEMY 2017-2018
Department of Educational Leadership, Research & Technology
College of Education and Human Development
Western Michigan University

Project Objectives

The purpose of this Academy Leadership Academy (ALA) poster is to summarize the development of a WMU Faculty Learning Community (FLC) that will focus on pedagogical strategies in graduate education. This purpose of this FLC is to provide faculty from all disciplines the opportunity to discuss developmentally and disciplinarily appropriate pedagogies for graduate students.

What is a Faculty Learning Community?

An excerpt from WMU Office of Faculty Development Website

A Faculty Learning Community offers a cross-disciplinary group of a small group of participants the opportunity to:
- Meet regularly to study pedagogical topics of shared interest,
- Delve into existing research on their common area of inquiry,
- Design and pursue individual projects that require them to apply and test new ideas and information about student learning.

Learning communities offer a structured, intensive, and outcome-driven approach to faculty development.

Learn about in-depth explanations of learning communities and the theory and research that drive them.

The Need for this Faculty Learning Community

There is a plethora of literature focusing on pedagogical strategies in undergraduate education. Much less is said about teaching practices that support graduate student success. We recognize that some of the experiences facing graduate educators may be different.

The development of this Faculty Learning Community supports several of the goals and strategies in WMU’s Gold Standard 2020 Strategic Plan.

Objective 1.1: A learner-centered culture maximizes student retention and degree completion.
- Strategy 1.1.e. Develop and operationalize best practices that promote persistence and degree completion of graduate students.
- Strategy 2.3.a. Create and sustain a culture that supports the use of high impact practices for instruction in all academic units.

Objective 2.3: Academic excellence will be maintained through the execution of best practices.
- Strategy 2.3.b. Create and sustain a culture that supports the use of high impact practices for instruction in all academic units.
- Strategy 2.3.c. Enhance opportunities for instructional staff to engage in learning communities.

Objective 2.4: WMU will be positioned as leader in quality graduate education.
- Strategy 2.4.d. Promote cross-discipline learning and research opportunities to enhance the educational experiences of graduate students.

What is this Faculty Learning Community and Who is it for?

The purpose of this WMU Faculty Learning Community is to provide faculty from all disciplines an opportunity to discuss developmentally and disciplinarily appropriate pedagogies for graduate students. We invite anyone who teaches graduate courses at WMU to join this learning community. We will meet regularly and share ideas and bring our questions related to teaching practices that support graduate student success.

How will this FLC operate?

How: Team learning is the heart and purpose faculty learning communities (FLC). Participants decide the topics for discussion, bring ideas, and determine outcomes and projects. Facilitators will start with a brief list of readings and topics, and then encourage members to contribute their ideas about exploring the subject and potential outcomes. The FLC will meet on a regular basis, as determined by members, (approximately 2x a month) during the 2018-19 academic year.

The Co-Faculty Facilitators are:
- Ramona Lewis, Educational Leadership & David Paul, Philosophy

What are the benefits of participating in this FLC?

Benefits of participation/outcomes of involvement in the Faculty Learning Community:
- Share and learn innovative strategies for possible implementation in your graduate courses.
- Develop research questions to guide scholarship of teaching and learning (SOTL) projects focused on graduate education.
- Join a community of people interested in a common topic.
- Fulfill scholarship, professional competence, or service needs.
- Create research projects, improve our teaching, and build our network of peers.

Steps in Developing this Faculty Learning Community

The initial steps included:
- Develop the mission & purpose of this FLC
- Conducting a literature search on topics related to pedagogy in graduate education
- Reviewing literature about purpose and benefits of faculty learning communities
- Benchmarking and outreach to other institutions who have had similar projects
- Determine the need for this FLC at WMU
- Discus with Ala colleagues, OFD, and faculty colleagues
- Present idea to and gather feedback from:
  - Graduate College (Interim Dean Dr. Jacobs Byrd)
  - Graduate Studies Council
  - Office of Faculty Development (OFD)
- Once feedback and support was received from individuals above I met with OFD to: Set plan, timeline, explore co-facilitator options, and discuss marketing
- Marketing materials created and distributed
- Gather some basic data about graduate education at WMU
- Meet with co-facilitator and organize topics of discussion for first two meetings

Next steps:
- Attend kickoff event at Fall Convocation
- Recruit FLC members
- Determine meeting frequency and times
- Hold first meeting to set goals, vision, and establish rapport
- Begin FLC ongoing meetings
- Encourage members to consider outcomes
- Work with Michelle Beltr to develop WMU library topical research guide

Helpful Resources

Studies in Graduate and Postdoctoral Education (journal)
- Faculty Learning Communities (website)
- Ly Institute on Faculty Learning Communities
- Cassuto, L. (2015). The degree for quitters and failures
- Council of Graduate Schools (2016) Data sources: Four out of five: A closer look into master’s degrees
- Council of Graduate Schools (2017) Master’s degree requirements and the U.S. workforce
- Pearl, J. H. (2014). The master’s question
- Semenza, G. (2015). The unacknowledged art of teaching graduate students

How to sign up for this FLC? & Contact Information

The kickoff event is on Friday, Sept. 14 in the morning at the Fetzer Center as part of the Fall Convocation and Sixth Annual Teaching & Learning Bash. Learning community facilitators will be available at a table display with more information and sign up sheets.

To sign up or express interest: please visit the online sign up form here or email name, rank, department, and briefly mention why you are interested, what you hope to gain, and one topic you would like to discuss with FLC members.

Contact Information for poster Ramona B. Lewis ramona.lewis@wmich.edu, 269.387.3833, 3571 Sangren Hall, Western Michigan University, College of Education and Human Development

Special thanks to the Academic Leadership Academy class of 2017-2018, Dr. Jan Gabel Goes and Chris Sliq, Academic Leadership Academy Coordinators.