CALL FOR FACULTY LEADERS FOR THE
FACULTY LEARNING COMMUNITIES
2023-2024 PROGRAM

OTEI is pleased to announce a sixth year of faculty learning communities across Clemson University to assist faculty at all levels in learning about and incorporating new, evidence-based ideas into their teaching practice. We are calling for faculty leaders—open to all faculty roles!

Sharing responsibilities for community sustainability with participants, FLC leaders provide leadership for building a professional learning community. During the past year, FLCs provided community support for participants navigating difficult teaching situations and meeting myriad challenges. This community aspect is central to the value and success of an FLC. The intent of trying something new is also a core strength; this goal moves the FLC beyond a reading group to a group that provides a space for professional educational development and personal growth.

As an FLC Leader, you agree to meet for group orientation with OTEI staff, set regular meeting times during each semester (about every third week), provide a common platform (such as a shared Google folder or a Canvas site), and work with OTEI for resource support. Leaders support members in end-of-year presentations and reflections. Single Faculty Leaders will receive $2000, and Co-Leaders will receive $1500 each in professional development funding.

FACULTY LEARNING COMMUNITIES (FLC) ARE “A CONTINUOUS PROCESS OF LEARNING AND REFLECTION, SUPPORTED BY COLLEAGUES, WITH AN INTENTION OF GETTING THINGS DONE.” MCGILL & BEATY, 2001.

FACULTY LEARNING COMMUNITIES (FLC)

FLCs have an “emphasis on the team aspect (while still consulting about and developing each individual’s project) and on the ultimate beneficiaries of the program: the students in the participants’ courses” (Cox & Sorenson, 1999). Louis et al. (1996) described shared values, a focus on student learning, collaboration, shared practice, and reflective dialogue as five elements of these professional communities. While an FLC can have one lead facilitator, the curricular content and the overall direction are strongly influenced by participating faculty (Cox, 2004).

At Clemson, the FLC program is organized by topic and is interdisciplinary in membership. Participants meet regularly during the year (about every third week). The leader and participants agree on shared common readings and resources, invite speakers, and support each other in the implementation of a targeted change in each teaching practice, in the spirit of trying out something new.

Within each FLC, the learning aspect of the community turns into actions undertaken by participants. These actions may include:

- Trying a novel approach to teaching
- Creating a new assignment or test
- Creating new course content
- Exploring a way to gather data and research teaching and learning

TOPICS FOR FLCS CAN ADDRESS ANY NUMBER OF TEACHING ISSUES

- A specific type of pedagogy and course design: e.g., flipped classroom, gamification, team-teaching, service-learning/community engagement, teaching through field/lab work.
- A category of teaching strategies: e.g., engaging lectures, active learning practices, apps for student engagement and learning, building engaging assignments, human-centered / trauma-informed teaching
- An area of assessment: e.g., creating learning-focused assignments, alternative assessments, issues of academic integrity, creating rubrics, “ungrading,” labor-based grading, and others
- A focus area: e.g., teaching for inclusion, teaching in STEM, global learning topics, teaching Challenges courses, investigating your teaching (SoTL: Scholarship of Teaching and Learning), teaching after the pandemic/applying lessons learned.

Here is a sampling of previous FLC topic titles:

*Student Engagement through Active Learning*

*Digital Tools for Collaboration and Engagement*

*Supporting Effective Teamwork Through Training and Assessment*

*Incorporating Popular Culture in the Classroom*

*Integrating Reflective Learning Strategies into the Classroom Experience*

*Motivating Engagement from Anxious Students in Challenging, High-Enrollment Courses*

**APPLICATION FOR FLC LEADERS AND TOPICS: DUE APRIL 9TH**

Using the [application link](#), you will be asked to for the following:

- **A descriptive title** of FLC for advertising
- **A description of a proposed topic**, including:
  - A brief explanation of the importance/motivation for the topic.
  - Any goals you can envision achieving with your group or what you hope members take away from the FLC.
  - Examples of things you may explore, skills or awareness you may develop, articles or literature you may explore, or questions you may attempt to answer with your FLC members.
  - How your FLC will address one or more aspects of supporting student academic success.
  - How your FLC will address student inclusion and access, such as eliminating barriers to learning and providing further support for student retention and/or progression in learning and success.

  Note: Some FLC Topics may address teaching more broadly, such as addressing scholarship in teaching or evidence of teaching.

- **An overview** of your facilitator experience
- **Note of support** from the college or departmental chair (email is fine)
- **Financial contact** for the distribution of professional development funds

**OTEI**

*SEND QUESTIONS TO OTEI@CLEMSON.EDU ATTN: FLC LEADERSHIP OR REACH OUT TO OTEI FACULTY FELLOW BECKY TUGMAN. THE OFFICE OF TEACHING EFFECTIVENESS AND INNOVATION IS LOCATED IN THE WATT FAMILY INNOVATION CENTER, ROOM 201.*