OTEI is pleased to announce a second year for faculty learning communities across the university, to assist faculty in learning about and incorporating new, evidence-based ideas into their practice. The 2018-19 participants had this to say about their time in their FLC:

I was impressed with all the hard working individuals committed to making learning a priority for students. I enjoyed learning how each person managed their class and implemented material delivery.

Everyone is struggling with similar issues in the classroom - it is nice to have a support group! Especially one outside your department to put a different perspective on things.

It is a great way to meet people outside of your department and have engaging discussions with other peers while learning along the way. As academics we crave learning so this is a great way to do that.

My biggest takeaway was support and contacts for trying new techniques and software, not just from the leader, but from fellow members.

Faculty Learning Communities (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).”

FLCs at Clemson are organized by topics, each with a leader who coordinates meetings and content for discussion (content help will also come from OTEI). Each FLC starts with the intention of learning as well as producing—the learning aspect of the community turns into actions undertaken by the community, either individually or as a group. These include:

- Learning about and applying new approaches to your teaching practice
- Learning about new assessments and creating new assignments or tests
- Sharing feedback as new approaches and course content are created and implemented
Each group will form around a topic, meet regularly during the year (at least once per month), share common readings, and support the implementation of a targeted change in each person’s practice, in the spirit of trying out something new. FLC leaders apply by proposing a topic, which is then distributed in a call for participants in August.

**FIRST STAGE: CALL FOR FLC LEADERS AND TOPICS**

Professional development funding, $1500
$500 at start (with a May leadership for FLC orientation) and $1000 at end of 2019 spring semester. Submissions will be reviewed by committee.

**SECOND STAGE (MAY AND AUGUST): CALL FOR PARTICIPANTS**

Each FLC will include 5-10 people. Participants will receive $300 in professional development funding. Recipients will be awarded funds mid-year, based on commitment to the group.

**LEADERS**

Please submit a letter of intent, a topic proposal, and a rationale for how the topic supports Clemson Forward strategic plan. Include a note of support from the college or department head or coordinator to otei@clemson.edu.

TOPICS for FLCs can address any number of teaching issues, such as a specific type of pedagogy (e.g. flipped classroom, gamification) or teaching strategy (team work assignments, large lecture engagement, active learning practices). Special consideration given to service learning as a pedagogy, and topics addressing undergraduate learning.

Your submission should include:

- Letter stating your interest in and qualifications for leading an FLC and your capacity for commitment to regular FLC meetings as well as communication and coordination with OTEI director
- TOPIC for the FLC, addressing how to engage students, improve learning through course revisions and course delivery changes, and how improvement aligns with Clemson Forward (academic quality and engagement; undergraduate courses; general education courses)
- Description of how course enhancement will address barriers to learning / provide further support for student retention and/or progression in learning and success.
- Note of support from the college or departmental chair (email is fine)
- CV
- Name, phone and email of the person who will assist an internal transfer of this mini-grant to your professional development fund

Mail to otei@clemson.edu attn: FLC Leadership by May 20.