CALL FOR FACULTY LEADERS FOR THE
FACULTY LEARNING COMMUNITIES
2022-2023 PROGRAM

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

OTEI is pleased to announce a fifth 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.

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 Teams 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 (FLCS)

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 lecture, 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:

- Dive-In to Teaching Diversity and Inclusion Across Disciplines
• Digital Tools for Collaboration and Engagement
• Supporting Effective Teamwork Through Training and Assessment
• Innovative Ways for Teaching Large Enrollment General Education Courses
• Global Digital Citizenship
• Integrating Reflective Learning Strategies into the Classroom Experience
• The Lecture as Performance: Provoking Interest and Curiosity in Large Sections

HOW TO APPLY TO BE A FLC LEADER:

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

Your submission should include:
• Statement of 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. You do not need to be a “specialist”; rather, qualifications include ability to lead a group and organize sessions and resourcefulness in finding ways to support group learning.
• Provide a working title and paragraph description on a proposed topic, including:
  • Describe briefly how the FLC will address one or more of the following Clemson Forward goals of REAL (research, student engagement, academics, and living).
  • Describe briefly how the proposed FLC topic will address inclusion and access, such as eliminating barriers to learning and providing further support for student retention and/or progression in learning and success.
  • Some FLC Topics may address teaching more broadly such as addressing scholarship in teaching or evidence of teaching.
  • Note of support from the college or departmental chair (email is fine)
  • CV
  • Financial contact: Name, phone and email of the person who will assist an internal transfer of this mini-grant to your professional development fund

Deadline to apply be a FLC leader for the 2022-2023 Academic Year is June 14.