

OTEI is happy to announce the 2026-27 Faculty Learning Communities (FLC). If unsure what an FLC is, please see our frequently asked questions below the descriptions. Faculty can apply for one of the following FLCs by completing [this short application](#).

Title, Leader and Proposed Time	Description
Utilizing Reflective Practices for Student Engagement and Assessment Becky Tugman, PhD Senior Lecturer, Public Health Sciences Catherine DiBenedetto, PhD Professor, Agricultural Education Wednesday 1:15 pm In-person with Zoom option	Interested in helping students reflect on their learning, increase active engagement and depth of response to course discussions and lesson questions? This FLC will explore strategies for fostering high-quality student engagement and for creating instructional strategies with meaningful reflection that can serve as powerful assessment tools. Together, we'll examine best practices, share teaching experiences, and connect our work to Kolb's Experiential Learning Model (which aligns with Clemson Elevate), where reflection serves as a critical bridge between experience and learning for us to become more effective educators.
From Overwhelmed to Optimized: AI for Everyday Academic Tasks Carl Blue, EdD Associate Professor, Graphic Communications Thursday @ 1:30 pm Virtual	This hands-on FLC introduces novice faculty to practical ways artificial intelligence can reduce workload and enhance the efficiency of teaching and administrative tasks. Participants will explore beginner-friendly AI tools and techniques for summarizing student reflections, streamlining grading, generating instructional content, managing communications, and checking for plagiarism. The group will explore real-time demonstrations, sample prompts, and guided practice designed to help faculty work smarter—not harder. No prior experience with AI is required. Leave with ready-to-use strategies that make your academic life a little easier.
Intentional assessment design to better capture student knowledge Jamie L. Wood, PhD Lecturer Department of Genetics and Biochemistry Thursday @ 9:00 am In-person	Have students ever say your exams or assignments were “tricky” or covered material they did not expect? Can you identify where your assessments accurately capture your student learning outcomes, highlighting what students know and can do? This FLC will explore how intentional exams and other assessment designs can strengthen the connection between your learning goals and how you measure student learning. Through hands-on activities and collaboration with colleagues, you'll develop practical strategies to create, evaluate, and refine exam questions and assessments that are purposeful, transparent, and aligned.
Distraction in the Classroom: Strategies for Encouraging Focus and Active Learning James Gaubert, Ph.D. Lecturer Genetics and Biochemistry Tuesday @ 3 p.m. * In-person	Today's students are navigating a constant stream of distractions that can hinder concentration, participation, and academic success. In this FLC, participants will examine the factors that contribute to disengagement and explore strategies for helping students stay focused and actively involved in their learning. Faculty will leave with new insights, practical tools, and a network of colleagues committed to enhancing the learning experience.

*The listed time may change if the group can find a better alternative time. You may sign up for an FLC if the proposed time does not work for your schedule.

We thank the Provost's Office for support of this program.

Clemson Faculty Learning Communities Frequently Asked Questions

What is a Faculty Learning Community?

Faculty Learning Communities (FLCs) are based on the communities of practice model, where a group of faculty have a shared concern or passion about a topic and meet to deepen knowledge and expertise by interacting regularly (Cox, 2013). Approximately every three weeks, this group meets over an academic year to build community and create a product (e.g., a teaching method, research, or reflective practice) related to the group's topic (Cox, 2013).



At Clemson, each FLC topic is guided by a faculty leader who coordinates meetings and facilitates shared content for discussion (with assistance from OTEI). Each FLC starts with the intention of learning and producing—the community's learning aspect 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 pedagogical methods and assessment tools
- Sharing ideas and giving feedback on current and new practices

How many participants are in an FLC?

Each FLC must have at least five members, and the group will be capped at 10 participants. Each group is designed in person or virtually. Some FLCs may offer a Zoom option for in-person meetings.

What is the time commitment to participate?

Each FLC will meet approximately every third week for two semesters (September - April) for roughly an hour, which is approximately **five hours per semester**. The leader has proposed a meeting time, which may be changed if the group agrees. The time may change in the Spring semester based on the group's availability.

Attendance is encouraged for all meetings. Participants may miss one meeting a semester without being dropped from the group.

What would be the expectations for participation?

Ideally, participants will actively engage in discussions and meet group expectations. Many FLC themes encourage participants to "try" a teaching or assessment method as part of the group requirement. For example, if the group is exploring a new active learning method, then everyone will try a particular method.

As a group, the FLC will submit a "deliverable" to OTEI to report what the group learned or what problem they solved. OTEI will assist the group with determining the deliverables.

Each participant will complete the reflective essay in April.

What benefit would you get from participating in an FLC?

In addition to increasing your knowledge in the subject, you will receive

- Network and build relationships with faculty across the University
- Recognition for completion to your chair and dean
- Faculty professional development funds to be deposited next May. For a full year, participants receive \$500.
- You can document this as professional development in Faculty Success for annual review and promotion.

Who can apply?

We strive for diverse learning communities made up of multiple disciplines and experiences. We encourage faculty of all positions and levels of teaching experience to apply. OTEI encourages faculty to notify their chairs of their participation.

How do I apply?

Complete [this short application](#) by August 28, 2026. You will be notified by the leader or OTEI about your acceptance. This application form includes sections to provide: (1) a description of how the FLC aligns with your professional and teaching goals; (2) a description of how you will contribute to this group; (3) confirmation of support from your chair or supervisor; (4) internal financial staff contact information; and (5) agreement to meeting attendance and end-of-program deliverables.

What if I have other questions?

Contact Dr. Becky Tugman (btugman@clermson.edu), and she will answer your questions within 1-2 days. You can also directly contact the leaders if you are curious about the content.

What have past participants said about their FLC experience?

"This FLC has motivated me to re-evaluate and revise some activities in my classroom, building upon practices that have proven effective. By refining these activities and integrating new strategies, I can enhance student engagement and create a more dynamic learning environment that supports my teaching goals and students' needs."

"My experience was positive. The leaders were always helpful and provided so much support."

"My biggest takeaway from participating in the FLC was gaining a deeper understanding of student collaboration through the unique interpretations and fresh perspectives our younger faculty members shared. Their innovative approaches and insights challenged me to rethink traditional methods and inspired me to explore new strategies for fostering collaboration among students. It was both enlightening and rewarding to see how diverse experiences can contribute to a richer teaching and learning environment."

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