



# CALL FOR APPLICATIONS TO JOIN FACULTY LEARNING COMMUNITIES 2024 – 2025

OTEI is pleased to invite Clemson faculty to apply for participation in the faculty learning community (FLC) program. These collaborative programs are designed to assist faculty in learning about and incorporating new, evidence-based ideas into their practice. Survey feedback faculty participants showed that most participants noted a positive impact on teaching practice due to FLC experience:

“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.”

## 2024-2025 FLCs (detailed descriptions below)

### Full Year FLCs (Sept '24- May' 25)

1. Education at the Crossroads: The Intersection of Generative AI, Critical Thinking, and Ethical Decision Making
2. Exploring Technology to Enhance Student Learning
3. Teaching Students How to Use AI Writing Tools
4. Working Smarter, Not Harder
5. Crowdsourcing for creating engaging STEM courses
6. Incorporating Experiential Learning in the Classroom (Sponsored by CU-ExL)

### Fall '24 FLCs (Mini-FLC)

1. Building Communication and Relationships in the Classroom
2. Peer Observation of Teaching Certification

## WHAT IS A FACULTY LEARNING COMMUNITY?

*FLCs are "a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done." (McGill & Beaty, 2001)*

**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). This group meets over an academic year approximately every three weeks 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

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

## PARTICIPATION IN AN FLC

Each FLC will include up to 10 participants. FLC groups will meet approximately every third week for two semesters (September 2024 - April 2025). Each group is designed as in-person or virtual with an estimated meeting time of 75-90 minutes (subject to change). Some FLCs may offer a Zoom option if possible. Attendance at group meetings and submission of a deliverable (such as a creation/revision of another teaching element or changes to course structure/policy) are required for all participation. Participants will receive \$500 in professional development funding awarded in the second semester.

For mini FLC (one semester), participants will meet for 3-4 meetings with required attendance, some asynchronous reading possible, and a course deliverable. Participants will receive \$200 in professional development funding upon completion.

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 (and encourage faculty to secure supervisor support for engaging in this program).

## HOW TO APPLY

Details of FLC topics are below. Please complete the member application through this form: <https://forms.office.com/r/a6t3RqgMLq>. Group sizes are limited, and you may only apply to one FLC. **The application window will close on Friday, August 30, 2024.** Submissions will be reviewed by committee. 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.

Questions? Email Becky Tugman at [btugman@clemsun.edu](mailto:btugman@clemsun.edu) Attn: FLCs.

## FLC FACULTY LEADERS AND TOPICS

### Full Year FLCs

**Education at the Crossroads: The Intersection of Generative AI, Critical Thinking, and Ethical Decision-Making**

**Scott Brame (Environmental Engineering and Earth Sciences)**

**Proposed Day/Time for Meetings: Wednesdays at 3:30 pm**

This FLC will explore the arguments and effects of generative artificial intelligence (GAI) on student learning outcomes, instructional practices, and practical future career application. We will break down the effects of GAI in the educational process and assess its advantages and disadvantages by sharing the results of our classroom practices and assignments. The systematic analysis of GAI in the educational process will revolve around the impacts on critical thinking and ethical decision-making.

**Exploring Technology to Enhance Student Learning**

**Mary Gibson (Accounting)**

**Proposed Day/Time for Meetings: Mondays at 3:30 pm**

Moorhouse (2023) explained that after the COVID-19 pandemic, the use of technology has increased in the classroom to enhance existing practices. The FLC will collaborate on different technologies available to use throughout the course to support students' academic success. Together, we will share experiences to explore and learn how we can incorporate different programs into our courses. The goal will be for each faculty member to find and adopt technology with the support of the community.

## **Teaching Students How to Use AI Writing Tools**

**Chelsea McKelvey (English)**

**Proposed Day/Time for Meetings: Wednesdays at 1:30 pm**

What if, instead of banning all AI text generator usage in your classroom, you could help students use these tools for academic success? This Faculty Learning Community will focus on broadening our perspective and understanding of AI generative text tools to better prepare and empower our students. Together, we will investigate and discuss AI writing generators and current scholarly and popular publications on the usage of these tools in the college classroom. Our end goal will be to strategize practical ways to engage with our students regarding AI text generator usage and to incorporate ways to ethically and appropriately use these tools into our daily class discussions.

## **Working Smarter Not Harder**

**Tara Trask (Political Science)**

**Proposed Day/Time for Meetings: Wednesdays at 1 pm**

Do you feel like you are putting in a lot of time and effort, yet students aren't quite connecting with the material? Or are your students working overtime yet still not achieving learning objectives? Oftentimes, both the instructor and students earnestly put a lot of time and effort into learning course objectives, but it just doesn't match student outcomes. Further, students who feel overwhelmed often become apathetic and struggle even more. This FLC aims to provide a supportive space for instructors to reflect on current practices, consider desirable outcomes, and develop strategies to align their own and their students' efforts with outcomes.

## **Crowdsourcing for creating engaging STEM courses**

**Chris Norfolk (Chemical & Biomolecular Engineering)**

**Proposed Day/Time for Meetings: Thursdays at 9:30 am**

Increasing student engagement can increase student success and a sense of belonging. This FLC is intended to rely on the crowd's wisdom to discuss and spread best practices among STEM faculty. Building an engaging course is the result of the intentional design of multiple course elements. We will explore several design strategies to build engagement while sharing successful (and not-so-successful) practices. Each member will be encouraged to make course modifications and document results.

## **Incorporating Experiential Learning in the Classroom**

**Micheal Sehorn (Genetics and Biochemistry) and Abby Baker (QEP Director)**

**\*Sponsored by CU-ExL**

**Proposed Day/Time for Meetings: TBA with enrollees**

Are you looking to invigorate your teaching and create unforgettable learning experiences for your students? This FLC will empower you with innovative strategies to engage students through hands-on, real-world activities that bring course content to life. Share ideas, receive feedback, and develop impactful projects with colleagues across disciplines, all while enhancing your professional development. Don't miss this opportunity to transform your classroom and inspire your students like never before! Consider joining a dynamic community dedicated to excellence in education. For more information about this FLC, please reach out to Director Dr. Abby Baker.

## **Fall 2024 Only Mini FLCs**

### **Building Communication and Relationships in the Classroom**

**Lindsey Dixon (Communications)**

***Proposed Day/Time for Meetings: Wednesdays at 1 pm***

This fall, we will be hosting a mini FLC to help enhance classroom management, improve communication strategies, and establish healthy boundaries. Our goal is to build stronger, more meaningful relationships with students both inside and outside the classroom, ensuring a supportive learning environment while maintaining professional limits. These sessions aim to provide valuable insights and practical strategies to help us manage our classes better while taking care of ourselves and our students' well-being. Let's collaborate to identify what is and isn't working for students in the classroom and explore how we can create a better learning environment.

Meeting Focus Areas:

1. Classroom Management: Techniques and practices for maintaining an effective learning environment.
2. Communication Strategies: Methods for clear and effective communication with students.
3. Setting Boundaries: Establishing and maintaining professional boundaries to protect both students and professors.

### **Peer Observation of Teaching Certification**

**Alfred Bundrick (Political Science) and Lena Burgess (Nursing)**

***Proposed Day/Time for Meetings: TBA***

An in-class peer observation can be a beneficial formative tool and provide a summative review for documenting teaching effectiveness. This teaching artifact can provide valuable insight, but the educational literature has noted several drawbacks if a review is not conducted in an equitable manner. The CBSHS Teaching Effectiveness Community has refined a process to support faculty to have meaningful and valuable peer reviews. Join this mini FLC to learn their process and become certified by the Faculty ADVANCEment Office and OTEI.

Three meetings will include:

1. Peer Observation Overview: a discussion of evidence-based literature.
2. Training Course Discussion: all members will complete a Canvas training course and then choose a colleague to conduct an observation.
3. Post-Observation Conclusion: members share observation experience.

### **FOR ALL REGISTRATIONS:**

**Please complete the member application through this form <https://forms.office.com/r/a6t3RggMLq>.  
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