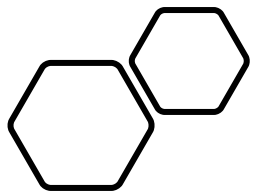




UNIVERSITY SYSTEM OF GEORGIA

Faculty Development

Faculty Learning Communities



Goals for today



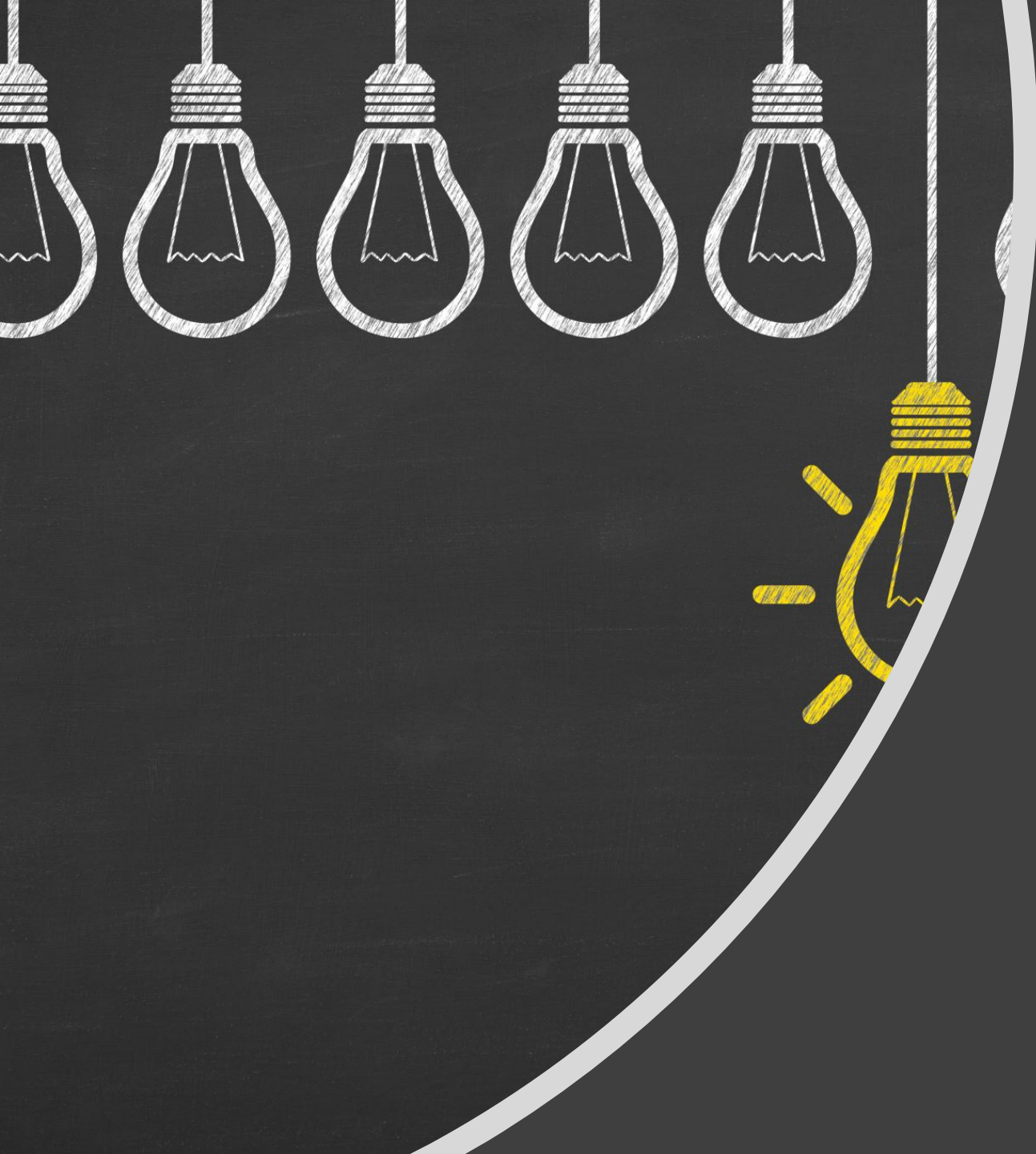
ROLE



IDEAS



ADVICE



Sustained, meaningful
conversations about
teaching and
learning with
supportive colleagues.

Nuts & Bolts

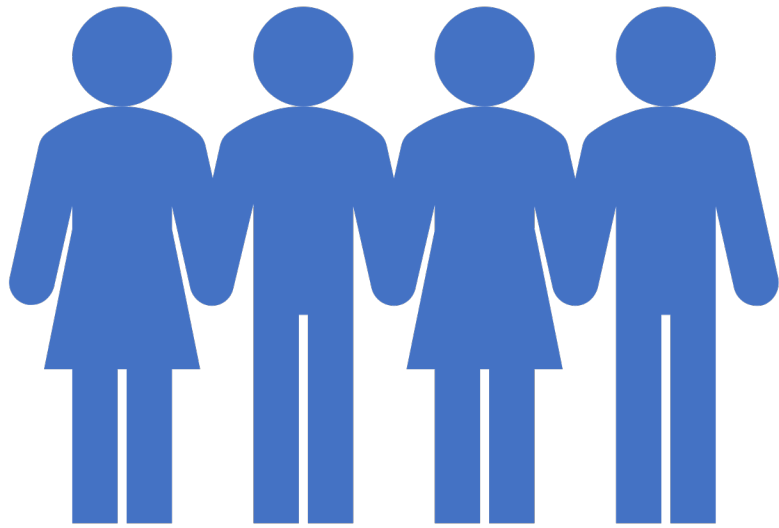
Meet about every 3 weeks

With (ideally) 8-10 colleagues

Make a change in your course

Talk about it

Write about it



Recruitment

- Center for Teaching & Learning
- Department heads
- Excellent teachers
- Colleagues
- Snowball...

Key Responsibilities

- Build community
- Give them books/resources
- Schedule meetings – send reminders!
- **Keep them focused, engaged, and moving forward**





First meeting



Introductions



Goal setting



Product

Subsequent meetings ideas



Discuss

Discuss a chapter or article



Plan

Plan a change in your teaching



Review

Review each other's plans; give feedback; share ideas



Implement/
Observe

Implement the change; observe each other's classrooms



Debrief

Debrief what you saw

Subsequent meeting ideas

Discuss	Discuss a chapter or article
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Plan	Plan out an assignment, activity, etc.
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Review	Review each other's plans, give feedback, share ideas
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Implement	Implement the change
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Discuss	Discuss how it went and how it might be improved next time
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Product

Make a change to an assignment, activity, or course material.

Tell us about it:

- What did you change?
- How did it go?
- What would you do differently?

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Let's hear
from
previous
CLSs...

Brian Crawford, Atlanta Metropolitan State College

- Recruiting participants

Beth René Roepnack, eCampus

- Facilitating online FLCs

Chrissy Spencer, Georgia Tech

- Planning the arc of your FLC

Shainaz Landge, Georgia Southern University

- Reimbursements, daily agendas
- 
- A yellow dashed line in the bottom right corner, consisting of several short, curved segments.



Brian Crawford

Atlanta Metropolitan State College



Faculty Learning Community Recruiting Experience

- Atlanta Metropolitan State College Chancellor's Learning Scholars:

- Brian H. Crawford, Ph.D. (School of Science and Health Professions)
- Jamie Butler, M.A. (School of Social Sciences and Humanities)
- Charlene Gayle, D.B.A. (School of Business and Technology)
- Hazel Mays, Ed.D. (School of Social Sciences and Humanities)
- Kenja McCray, Ph.D. (School of Social Sciences and Humanities)
- Kokila Ravi, Ph.D. (School of Social Sciences and Humanities)



Recruiting Membership in your Faculty Learning Community

Getting the word out

Each institution will have their own avenues for advertising their Faculty Learning Communities (FLCs). For example, some may have daily email announcements or faculty newsletters. Your teaching and learning center may also have methods in which they reach out to faculty to notify them of programming. If your FLC is specific to your department or college, flyers in high-traffic areas can also be useful (see included flyer, which you can customize for your purposes).

In addition to advertising, it may be beneficial to do some targeted recruitment of faculty whom the facilitators know may be interested in their topic.

Recruitment

Sample recruitment email:

We are now accepting applications and nominations for members of the Spring 2019 Faculty Learning Communities (FLC) through **Wednesday, December 5**. FLCs will focus on the following topics:

- [insert facilitator name, topic, and brief description here for each FLC]

The FLC program is sponsored by the University System of Georgia and facilitated by faculty members here at [insert name of your institution]. FLCs give faculty members from across campus the opportunity to engage in meaningful conversations that lead to innovation and change in the classroom.

FLC membership is an acknowledgment of excellent, innovative, and effective teaching and is open to all faculty who are engaged in undergraduate teaching.

Each FLC will have a shared pool of \$500 available to support their work. FLC Fellows will meet four to six times over the course of the spring semester to engage in facilitated discussions around their area(s) of interest as they work to incorporate strategies into their courses.

Applications

Applications should include questions about why potential members are interested in being in this community, what they hope to get out of it, and a pledge to engage fully in the community and to prioritize the meetings.

We recommend that the facilitator choose the dates and times to meet ahead of time and include this information on the application. This ensures that applicants can meet at the specified times.


See accompanying sample application form.

Selection

Participants should represent a balance of needs and expertise to ensure a group with a broad and diverse background. Participation should never be viewed as a place for faculty who “need help” with their teaching; participation in FLCs should always be voluntary.

Membership should be seen as an honor that offers the opportunity to engage in meaningful conversations that lead to innovation and change.

The ideal size of an FLC is 8-10 members. All FLC participants will receive a certificate at the completion of their work with the FLC.



Utilize the USG FLC Tool Kit

Brief Online Survey

1. Tell us about yourself

First Name

Last Name

Email address

Name of Department

2. Why are you interested in this FLC?

3. What strengths do you bring to this FLC?

4. Can you commit to attending the FLC at least once a month during the Spring 2020 semester?

☐ Yes

☐ No

Submit

Common Recruitment Issues

Reason for not joining

- Time or day not convenient
- Too much work already
- Not interested in the topics

Response to reason for not joining

What is a better day or time?

We meet once a month for an hour.

What pedagogical topics are of interest to you?

Recruitment Tips

- Begin recruitment EARLY.
- Ask administrators (Deans and Departments Chairpersons) to identify faculty ideal for FLC (Enhances Teaching, Service, and Professional Development).
- Ask administrators for a brief moment during School or Department meetings to introduce FLC.
- Ask previous FLC participants to share brief testimonials about the benefits of participating in an FLC (Flyer, presentation, or video).
- Personalize the invitation to join the FLC (direct conversation or email).
- Remain confident and undiscouraged. Leave room for those that rejected invitation to still join. (“If circumstances change, feel free to contact us.”)



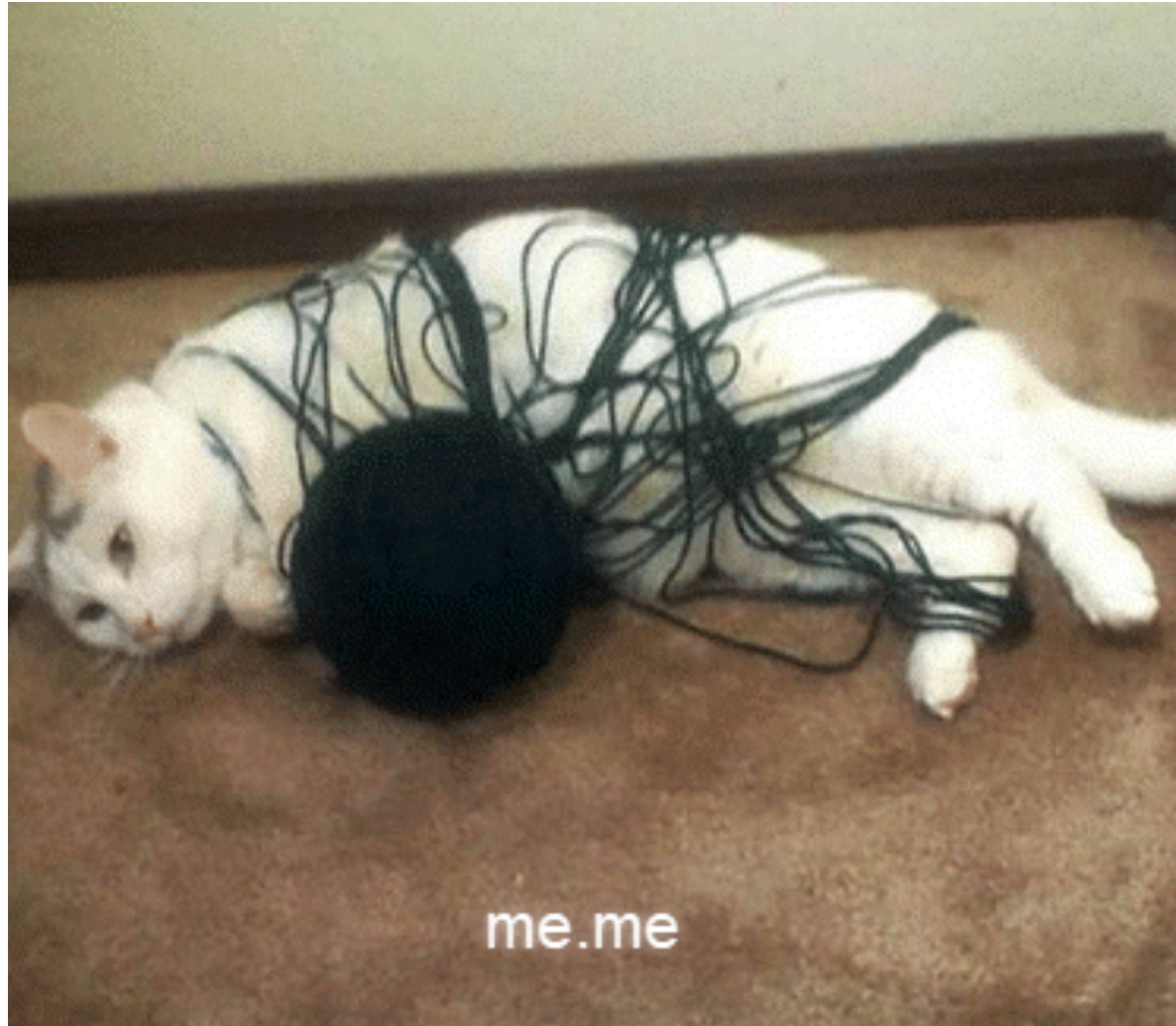
Beth René Roepnack

eCampus



Bona Fides

- Online Faculty Mentor – eCampus
- Teaching online 20+ years
- Quality Matters
- Led two *online* Faculty Learning Communities



Mistakes Were Made

- Getting down to business
- Limiting images – bandwidth issues
- Running the meetings by myself

Best Practices

- Encourage socializing in online platform
- Share pictures/images
- Use platform with ability to raise hand
 - BB Collaborate Ultra
- Share facilitation responsibilities
- Purchase texts (if possible)
 - Send directly from vendor (Amazon)





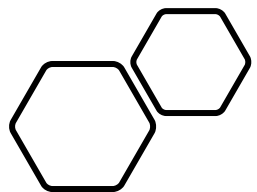
Chrissy Spencer

Georgia Tech



Shainaz Landge

Georgia Southern University



Facilitating an FLC, Overview and Panel Discussion

- Shainaz Landge
- Chancellor Learning Fellow Associate
- Chancellor Learning Fellow (2018-2020)



CLS – 2018 -2020



OVERVIEW:

- Conducted two FLCs – one for each AY
- small changes → BIG DIFFERENCE = *See it for yourself* (2018-19)
- Scholarship of Teaching and Learning (2019-2020; Co-led with Dr. Botnaru)

Goals:

It focussed on introducing five active learning strategies in the course work the participants are teaching. With a small intervention in the teaching technique, the goal was to see the change in students learning attitudes, responsible behaviour, perceptions and mindset.

- A minute paper reflecting on lecture content and time management;
- The muddiest point;
- Student created study guide,
- Student created exam question
- Just in time teaching (adapted to self-graded paper quizzes)

This two-semester SoTL Faculty Learning Community (FLC) gave participants a hands-on introduction to the Scholarship of Teaching and Learning (SoTL). During the first semester, participants collaborate in small groups to design a SoTL project for implementation in the spring semester. Each group creates and submits required IRB human research paperwork at the end of the first semester. In the second semester of the FLC, participants collect and analyze project data.

small change **BIG DIFFERENCE**



See it for yourself

University System of Georgia – Chancellor's Learning Scholars Inaugural

This FLC will focus on introducing five active learning strategies in a course work currently being taught by participants. With a small intervention in the teaching technique, the goal is to see the change in students learning attitudes, responsible behavior, perceptions and mindset. This effect will be seen in student learning outcomes and finally their overall grades. The five learning strategies are:- A minute paper reflecting on lecture content and time management; the muddiest point; student created study guide, student created exam question and just in time teaching. Participants will be provided with all the materials needed to introduce these teaching strategies in their course work. Evidence will be collected periodically to check the success of the active learning strategies.

This FLC will meet on the Statesboro campus on Tuesdays from 10 - 11 AM.

Dates are January, 29, February 12, March 5, March 26, and April 16.

Intros; name, discipline, why did you sign up for this FLC

Expectations:

1. Attend all the meetings (if any emergency we can meet one on one)
2. Materials will be discussed in the meeting and all the materials will be provided
3. Implementation of our FLC in the course work

Goals:

1. Understanding of assigned Reading materials - Retrieval based practices.
2. Quiz page explanation

Agenda

- An explanation of the relationship between the FLCs and the USG and final product we would like to deliver
- Self Introductions of members including field, years teaching,
- Goals of participating in the FLC?
- An introduction to Small Change to Teaching
- Small Teaching inventory – before and after the sessions
- Small change presentation.
- Introduce the quiz document to them.
- What do you expect in the next session?

Questions: ???

Agenda –

- Logo
- Dates
- Goals
- Expectations
- Introduction
- What to Expect next week?
- Quiz (incorporating HIPs)

\$\$ Money \$\$

- Paperwork is REAL work!
- \$1000 salary and \$500 - Food and supplies
- **Suggestions:** What work on our campus?
- Salary part – get in touch with the department personnel, research office, accounting and then they forward you to provost office. Follow all directions accordingly. Back and forth emails – but this works!
- Supplies and Food money –

STORY

Process to get the food money - only finger food or breakfast items can be purchased [and now probably only supplies](#)

1) The CLS has to fill in the expense report through Georgia First Self Service --> Create Expense report.

Business purpose - Misc. – other Description - Put information of your FLC

In the "Attach receipts" tab you will need:

1) All your receipts

2) Flyer (advertisement of the FLC).

3) Business Related Food Purchase (**attached below and accounting office**)

This is the important form of all. This has the participant list and additional information from the grant.

The grant information is shared to you through “**Accounting office**” (great help!) - Any information you do not know about (fund; account information; ID).

Accounting details : Keep the grant information handy - if you are unable to find information please contact Accounting or your Dept. Admin. but the grant form has all the information. The fund, program, class, budget ref. all the information is linked to the USG grant and hence it will not be the same as dept. information.

Submit the form and hopefully rules have not changed until next year.

What could have really helped:

- 1) Knowing the information beforehand. It took a month to realize the only form needed was Business related food request form.
- 2) Allowing the dept. admin to fill the forms for USG grant. They are not having any access and that slowed down the process.
- 3) Copying each personnel involved so people can help - so if stuck, somebody can provide immediate assistance or information.

***The Business Related Food Purchase Form must be approved prior to the event and attached in the expense report. All requirements must be completed and attached in the expense report prior to approving and sending to AP for payment processing.**

Lessons Learned:

Advertisement and Recruiting Participants –

- Center of Teaching and Excellence (CTE) – Newsletter – University
- Word of Mouth (first crowd)
- Personal Emails (Second level)
- Set Email
- 5-6 people – fixed

When Starting the new FLC –

- Keep record of any and everything!
- Email (Folder).
- From Advertisement to every participant's email.
- Rewards:

1) Shainaz Landge, Engaged Student Learning: Essays on Best Practices in the University System of Georgia Volume

1, 2019

<http://www.usg.edu/facultydevelopment/>

2) **Shainaz Landge and Kania Greer**, "small change -> BIG DIFFERENCE" = See it for yourself" – Step wise incorporation of active learning techniques in course design to enhance student learning, **2020, in progress.**



Questions? Contact

Dr. Shainaz Landge, slandge@georgiasouthern.edu





HELP!

Teaching & Learning Centers

OneHE

Former CLSs

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