

Faculty Learning Communities and the Meauxmentum Scholars

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Your experience with FLCs

1. Been in one before?
2. Facilitated one before?
3. Never actually heard of an FLC before this program (that's ok!)

Our plan

- Nuts and bolts of FLCs
- Expectations
- How to facilitate an FLC
- Scenarios



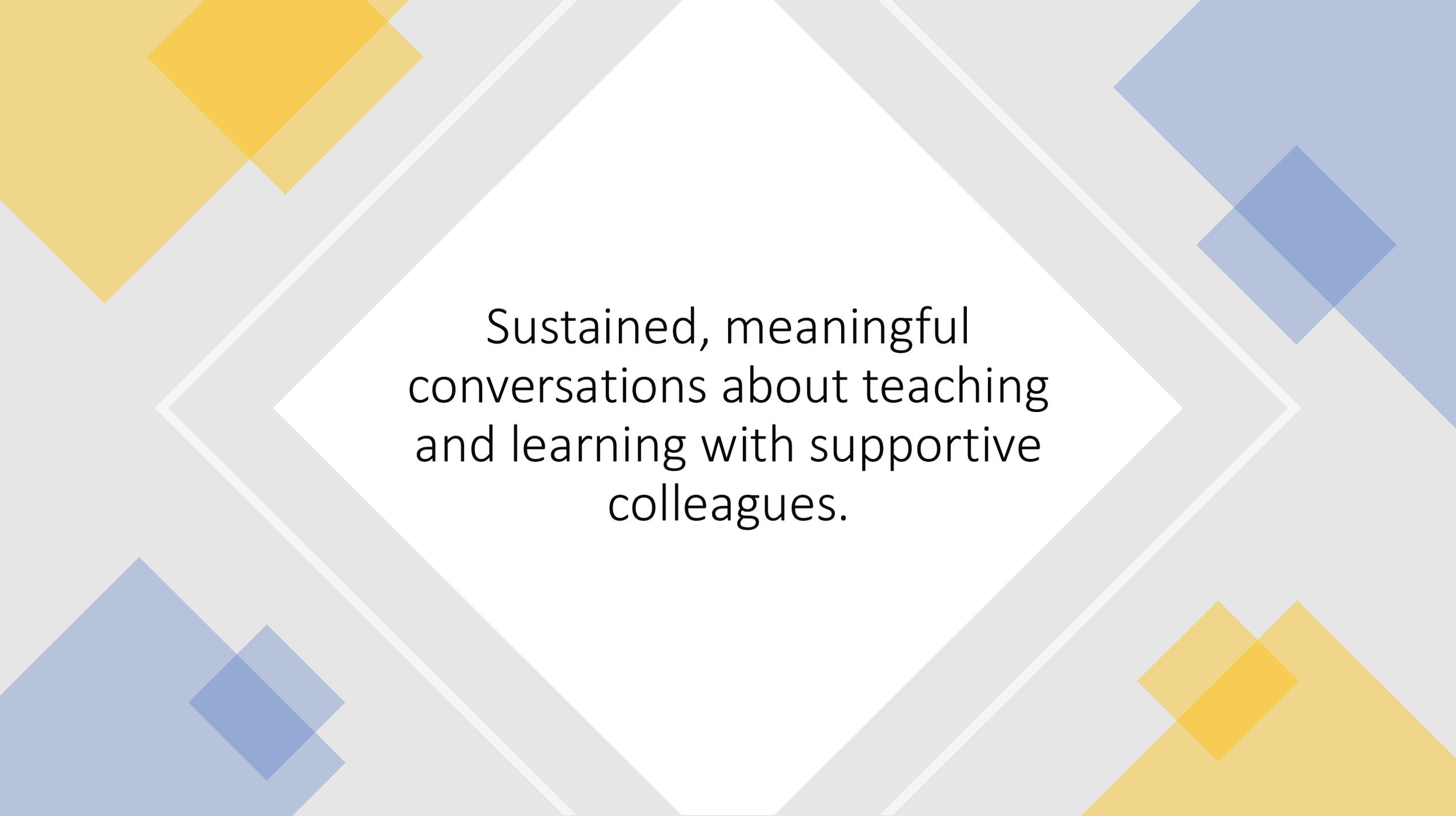
Think of a time
when you wanted
to learn something
new...



What is the
purpose
of an FLC?



To bring together small groups of faculty (8–10) for sustained, meaningful conversations about teaching and learning in a supportive, cross-campus community.



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

Nuts & Bolts

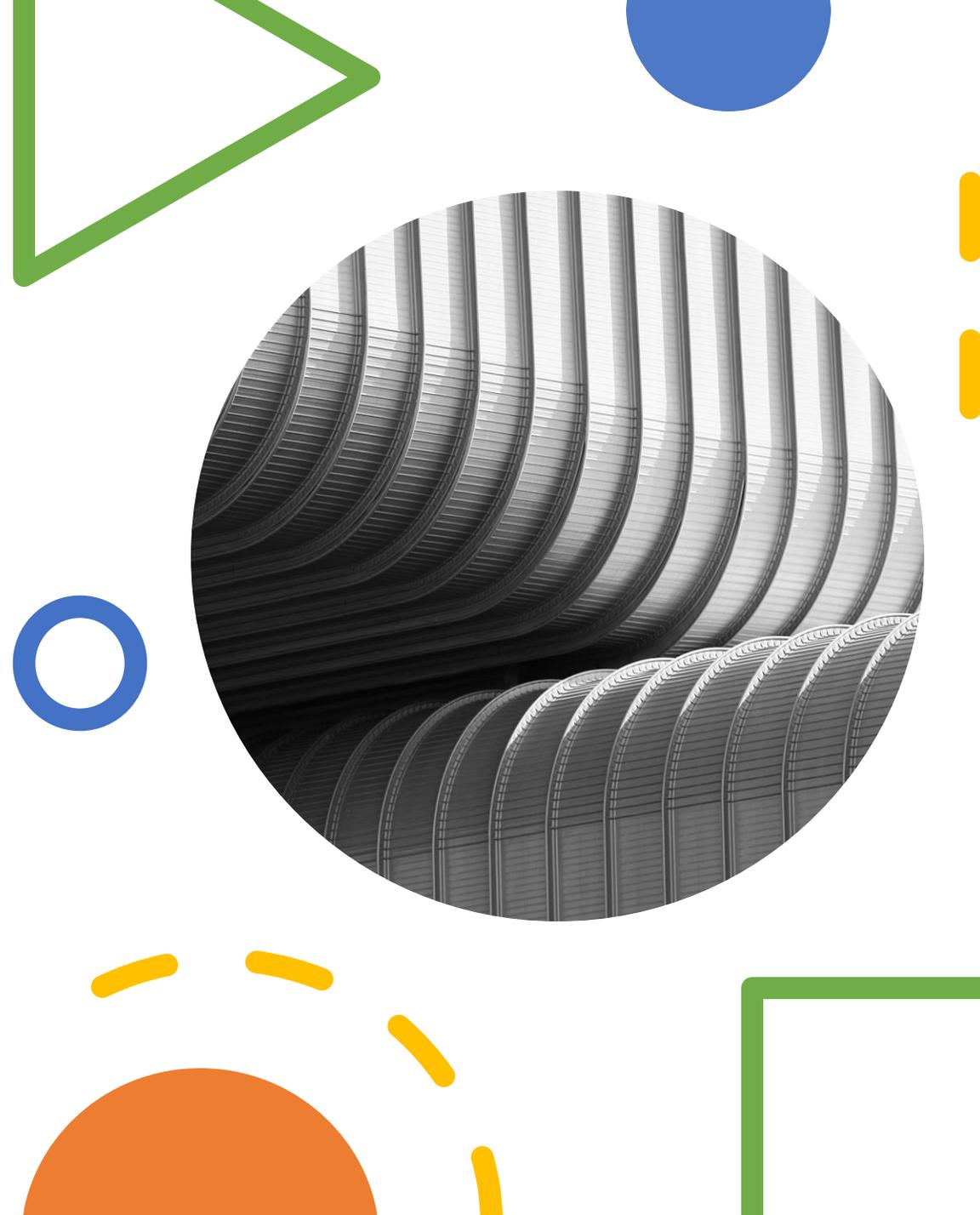
Meet about every 3 weeks

With (ideally) 8-10 colleagues

Plan a change(s)

Make a change(s)

Talk about it





Recruitment

- Teaching & Learning Centers
- Department heads
- Excellent teachers
- Colleagues
- Snowball...



Key Responsibilities

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

First meeting: Build community



Introductions



Goal setting



Product

Subsequent meetings ideas



Icebreaker

Start each meeting with an icebreaker question



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

Let's try the icebreaker

Directions:

1. Groups of 2
 2. Choose *one* question
 3. Each of you gets one minute (I will ring the bell when it's time to switch)
- What is the most beautiful place you've ever visited?
 - What is one song or artist you are embarrassed to admit that you like?
 - What is one of the first books you ever remember enjoying?
 - If you were planning your ideal road trip, where would you go, what would you drive, and who's going with you?
 - If you could meet a character from any book or movie, who would it be?

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?

Let's think about this

tinyurl.com/MSFLC2025



ning/Experienced ilitators

...tated an FLC last year
...now attending this kickoff
...ny first-time facilitators.
...newer facilitators — from
...ty of programs and teaching
...ts — privately express
...g unsure how to structure
...ngs, keep engagement
...g, or handle different
...nalities.

- ions:**
- ...hat did you learn last year
...at could help new
...ilitators?
 - ...at would you do differently
...time?
 - ...advice would you give
...k balancing voices,
...ir g time, and building
...ny?

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Scenario 2

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Recruitment and Buy-In

Scenario:
Your institution is launching several new FLCs this year. You're facilitating one for the first time, but recruitment has been slow. Some faculty seem interested but noncommittal. Others say they're "too busy" or don't understand what an FLC offers.

- Questions:**
- What might be contributing to low or hesitant recruitment?
 - What messages or strategies can help communicate the value of an FLC?
 - How can you reach faculty who are not already enthusiastic about pedagogy?
 - How can you make the FLC feel welcoming and relevant across different teaching contexts?

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Scenario 3

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The Energized FLC

Scenario:
Your FLC has great chemistry. Meetings are lively, members are trying new strategies, and people are eager to share results. The challenge now is how to *sustain* that energy and make sure it translates into lasting impact rather than fading after the semester.

- Questions:**
- What has contributed to this strong sense of engagement and trust?
 - How can the facilitator help members capture and share their successes more widely?
 - What steps could help the group sustain momentum over time?
 - How might you celebrate the group's progress or recognize members' efforts in meaningful ways?

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Questions?