



BUTLER
UNIVERSITY

FACULTY STAFF LEARNING COMMUNITIES

<https://www.butler.edu/academics/provost/learning-communities/>

For **OVERVIEW & GOALS** Visit: <https://www.butler.edu/academics/provost/learning-communities/>

PARTICIPANTS

Each F/SLC will consist of up to (approximately) 15 voluntary participants who may represent various areas within the academic division (i.e., colleges, libraries, academic affairs units), represent both faculty and academic staff, and represent multiple career stages (i.e., a mix of junior and more experienced members of the Butler community). Participants are expected to attend the meetings of the F/SLC, to assist the facilitator in developing agendas and group goals, and to contribute meaningfully to session discussions and activities. Participants will also contribute to the “final project,” which will be assembled by the facilitator.

FACILITATORS

F/SLC facilitators will be expected to schedule meetings, reserve meeting space, select readings, assignments, and topics, and organize and steer group activities and conversations. Facilitators will also coordinate and assemble the F/SLC “final project.” Each F/SLC can decide what their final deliverable will be. Some examples of typical ways to present to campus or to the community include:

- Deliver a Brown Bag or Food for Thought session on what your F/SLC learned
- Present lessons learned from your F/SLC at a professional conference
- Act as a mentor to other F/SLC participants and facilitators
- Host a series of conversations on your F/SLC’s topic
- Present on your F/SLC at the Celebration of Innovations in Teaching and Learning (CITL)
- Submit a manuscript for publication in an applicable journal (e.g., Journal of the Scholarship of Teaching and Learning) or a proposal for presentation at a relevant conference (e.g., the Lilly Conferences on College and University Teaching and Learning)

The F/SLC facilitators have three main responsibilities:

- **Champion**—By keeping members’ focus on the big picture while motivating participants to take the risk to change in their individual areas, the champion serves as a catalyst for academic change.
- **Coordinate**—Initial tasks of a coordinator would be to identify the key components of the F/SLC in consultation with the Program Directors and build a framework for the year around those components and the F/SLC objectives.
- **Energize**—By thoughtfully observing and providing feedback on both the focus and the harmony of the group, the energizer makes any necessary interventions to bring the group back to the overarching goals of the F/SLC program: to enhance student learning and to build community and foster relationships across disciplines (Petroni & Ortquist-Ahrens, 65-66).

Facilitator training will be provided prior to the start of the F/SLCs.

MEETINGS

Members of each F/SLC are expected to meet approximately once every three weeks for 1–2 hours, for a total of approximately 6 meetings throughout the academic year. Facilitators will be responsible for coordinating participants' schedules and arranging meeting times and places.

BUDGET

Each F/SLC will have \$500 to spend on books, materials, and other meeting supplies, subject to current university procurement guidelines. Funds may be used for other purposes with the approval of the Provost and expenses over \$500 should be explicitly justified. Additionally, a stipend of \$750 will be available for facilitators as a sign of appreciation for the extra effort involved in leading an F/SLC.

GENERAL TIMELINE:

Mid-April: Topic proposals due

End-May- June: F/SLC topics announced and participant application process opens

Mid-September: Participant applications due; F/SLC facilitators attend training

Late September: F/SLCs officially commence

Early March: F/SLC topic proposals process for following year opens

Early/Mid-April: F/SLC Topic proposals for following academic year due

Early May: Current year F/SLCs close

LEARN MORE

To learn more about learning communities, please visit the following links:

- [Introduction to Faculty Learning Communities by Milton Cox](#)
- [Learning Communities Journal](#)
- [Special issue: Building Faculty Learning Communities; New Directions for Teaching and Learning, Spring 2004, issue 97](#)
- [Facilitating Faculty Learning Communities: A Compact Guide to Creating Change and Inspiring Community Martha C. Petrone, Leslie Ortquist-Ahrens, New Directions for Teaching & Learning, Spring 2004, issue 97.](#)

QUESTIONS: FSLC@butler.edu