

**Resolution FL15-G - Academic Support for Adoption of
Faculty Learning Communities at MJC**

Submitted by Bill Anelli

1. **WHEREAS** the newly initiated (fall 2015) pilot **Faculty Learning Community (FLC)** is based on Dr. Milton Cox’s Faculty Learning community cohort model presently in place at 25 colleges or universities in the U.S. (please see: <http://www.muohio.edu/FLC> or <http://www.units.miamioh.edu/flc/>)
 2. **WHEREAS** FLCs provide optional, non-required opportunities for faculty to advance their pedagogical skills within a post-secondary and community college context and based on engagement with (ie, reading, discussion, application) the **Scholarship of Teaching and Learning (SoTL)**.
 3. **WHEREAS** FLCs promote community and inter-disciplinary collegiality amongst early, mid, and late-career faculty in a variety of disciplines.
 4. **WHEREAS** each FLC is sized at 8 to 12 members in a seminar style thus affording supportive, collaborative, and enriching learning and discussion.
 5. **WHEREAS** each FLC cohort decides on their own who will facilitate and which texts to read, discuss, and apply from the SoTL literature¹
 6. **WHEREAS** FLC cohort participants will meet every three weeks during each semester for a full year at “brown bag” meetings to discuss their self-assigned reading, and how to implement into one’s own teaching, classroom.
 7. **WHEREAS** FLC cohort members will, via the study of SoTL literature and discussions, address issues of student success and equity.
 8. **WHEREAS** the Instruction Office and BBSS have offered to sponsor this first pilot FLC cohort group in the Fall of 2016
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1. **BE IT RESOLVED THAT:** The Academic Senate at MJC formally supports this pilot FLC and broadening this opportunity to all interested faculty if the pilot succeeds.

¹ a) peer-reviewed pedagogy relevant to post-secondary (college) level; b) peer-reviewed learning theory relevant to adult learners; and c) discipline-specific peer-reviewed books or journals specific that apply general pedagogical principles to one’s own discipline.

