



UNIVERSITY SYSTEM OF GEORGIA

Momentum Through Chancellor's Learning Scholars and Communities

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Our FLC fit the shape of campus needs



Our FLC explore student success pedagogies



The USG FLC model

- Invite nominations from institutions
- Rely on CTLs expertise
- Employ student success pedagogies
- CLS choose topic or blend
- CLS recruit, set agenda mtgs
- Reflections/Reports: course strategies, pedagogical leadership, and collegiality



By the numbers

- 110 CLS (Year 1)
- Approximately 900 involved
- Inclusive pedagogy
- Small Teaching
- Mindset
- Integrated Course Design



By the numbers

- 140 CLS (Year 2)
- Updating memberships
- TiLT
- SoTL
- Brain based Learning
- HIPs Development



Ask our experts

1. What has turned out to be one or more of the beneficial outcomes of your learning community and your experience leading it?
2. What was a significant challenge you faced and what was your strategy/response to this challenge?
3. What was the size of your learning community and how did that affect the conversations?
4. What were the primary features of the FLC that you want to share or keep or encourage others to develop?
5. How does this FLC experience inform/support student success? What are the impacts upon your courses and your students?





Possible course products

- A newly-designed course, or parts of a course
- Inclusive strategies
- TiLTed assignments
- Engaged in-class activities
- Experiential HIPs
- Mindset activities



CLS Faculty Development Outcomes

- Your interest in the teaching process • 93%*
- Your perspective of teaching & learning beyond your discipline • 94%
- Your view of teaching as an intellectual pursuit • 90%
- Your total effectiveness as a teacher • 92%

* 'strong' 'very strong' impact rating



Thank you!

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