What is a FLC?

A Faculty Learning Community (FLC) adapts collaborative learning strategies to enhance faculty development, deepen scholarship and research, and promote improved student learning. FLC’s are comprised of faculty from various disciplines who share a common interest. FLC’s can establish and develop interdisciplinary faculty support networks and serve as knowledge incubators. FLC’s are asked to develop scholarly projects and identify best practices around a particular question or issue. From an institutional perspective, FLC’s also serve as a valuable means to cultivate faculty leadership and promote organizational learning and improvement. In terms of process, the CSL will facilitate a membership selection process. FLC’s are co-lead by two faculty members and supported by CSL staff. FLC members agree to meet on a regular (at least monthly) basis over the span of an academic year. A scope of work is identified and agreed upon along with a collective commitment of members to reach these goals. Each FLC will have $5,000 per year to support collective goals.

Goals of the FLC on Public Scholarship:

In collaboration with the Senior Associate Vice-Chancellor for Academic Affairs, the following goals of this FLC over the next 3 years include:

- Read current scholarship and resources on public scholarship
- Define public scholarship within the context of IUPUI
- Convene, celebrate and capture stories of Public Scholars across the disciplines
- Make recommendations on campus policy and P&T guidelines relevant to public scholarship
- Identify and share resources to support faculty in documenting public scholarship
- Explore and leverage digital scholarship as a means to document public scholarship
- Host event(s) to increase awareness of public scholarship
- Make scholarly presentations on the process and products generated by the FLC

What is Public Scholarship?

Engaged scholarship (e.g., public scholarship, scholarship of engagement, community-engaged scholarship) consists of (1) research, teaching, integration and application of scholarship that (2) explicitly democratic methods that encourage the participation of non-academics in ways that enhance and broaden engagement and deliberation within and beyond the university, (3) collaboration between academics and individuals outside the academy, both knowledge professionals and the lay public (local, regional/state, national, global), and (4) a mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

It seeks to facilitate a more active and engaged democracy by bringing affected publics into problem-solving work in ways that advance the public good with and not merely for the public.