

Why Join a FLC?

Suzanne Richards (Education Leadership and Counseling) :

Participating in the Faculty Learning Community had multiple benefits for myself and the other professors in the College of Education.

First and foremost, we were able to develop very deep collegial relationships.

Len O'Kelly (School of Communications) :

I admit I tend to stay in my office more than I should and being a part of the learning circle was able to get me out of my office and meeting people that I otherwise never would've had the opportunity to cross paths with in a busy schedule at a busy campus like this.

Kimberly McKee (Liberal Studies) :

I was able to connect with senior colleagues in class and so that those relationships allowed me to ask some of my own questions as I begin to think about how I'm transitioning away from being an early career scholar into sort of that mid-career point.

Jae Basiliere (Women, Gender, and Sexuality Studies) :

One thing that's been really great for me is the opportunity to connect with faculty in other parts of the University who I might not otherwise meet who share the same interests, motivations I do.

Susan Harrington (Nursing) :

I learned about FLC when I first came here to Grand Valley which was about six years ago now and they introduced a Faculty Learning Center where they were actually telling me I could come to a class and learn for free.

O'Kelly:

Just from a networking stand point is valuable. You put on top of that the shared experiences and you learn interesting things about some of the experiences that many of us have brought to Grand Valley from our various experiences over time and you've really got some tremendous people here and it was so enlightening for me to be able to learn the backgrounds of some of the performers and artists and creative people that were in our learning circle that I would never have met otherwise.

Richards:

We improved our practice tremendously by being able to critique each other's work and really dive deeper into what we were doing not only with students, but improve the program in general.

Salvatore Alaimo (School of Public, Nonprofit, and Health Administration) :

We teach, we do research, we do service... those are all tangible things we can check off. But we don't step back and devote time to think about the macro level societal impact of our work, which is why this valuing our work for the public good really drove our discussions.

Harrington:

It's just one big candy store for people that want to learn and that want to learn from each other, that want to learn what others are doing.

Basilere:

I also think it's really energizing to spend time with other faculty members who are interested in being better teachers. So, for those reasons, I would say that it's a wonderful idea to participate when you have the time.