



Faculty Learning Communities 2014 - 2015

Developing Students' Empathetic Understandings of Marginalized People. Colleagues are interested in exploring interdisciplinary pedagogies for guiding students toward an empathetic understanding of marginalized people, as a starting point for critical analysis. This kind of understanding is often fostered successfully through experiential learning, such as study abroad or community-based learning—but can be more of a struggle in more traditional classroom formats. But sometimes, we need to teach such concepts in traditional classrooms!

Putting the "H" Back in STEM. Liberal arts education in general and the humanities in particular find themselves in yet another moment of "crisis." Despite this, evidence pointing to the utility of majoring in humanistic disciplines abounds. In this FLC, we wish to move beyond the abstract defense of the humanities to examine more tangible and constructive methods of representing our work: how might we render the viability and practicality of humanities majors more transparent to our students and the public at large? We will be using *Humanities in the Twenty-first Century: Beyond Utility and Markets* to loosely structure our conversations.

Writing Accountability. The purpose of this group is to help faculty accomplish their writing goals through weekly meetings. Each member of the group gets 15 minutes to discuss progress on writing goals and problems or successes with meeting those goals and then establishing new goals for the following week. This would require an 1 hour a week time commitment. In addition to providing accountability and support for the often challenging process of writing, this group will allow us to share our research interests with our colleagues in a casual setting and engage in interdisciplinary discourse.

Community-Based Learning. The purpose of this group is to explore questions about reciprocity with community partners, the role of reflection, encouraging civic engagement, and other relevant topics of discussion. It is hoped that this group may be a space for faculty who have already incorporated CBL into their classroom to reflect on their experience, as well as for faculty who are considering trying CBL to delve into some essential topics.