



Faculty Learning Communities 2015 - 2016

Topic: Digital Initiatives at Centre
Contact: Amy Frederick or Carrie Frey

Today the terms “digital humanities” and “data science” are defined and redefined, used interchangeably, and then set in opposition to one another. Both, however, encompass the numerous ways that digital methods and technologies are impacting the research and teaching of the humanities and social sciences, and vice versa. This group will explore the many possible pathways of digital initiatives at Centre. Through identifying projects and pedagogies already in progress on campus, to studying the voluminous scholarly work on the subject, to inviting and engaging guest speakers on the topic, to investigating best practices in the burgeoning field, we look to generate and support an inclusive and collaborative understanding of digital initiatives at Centre, and to identify how digital scholarship can enhance and transform the Centre experience. We hope to create an FLC with representation from all three divisions, as well as staff from across the college, and students.

Topic: Finding Success with Active Learning Techniques
Contact: Patten Mahler

The purpose of this group is to bring together those interested in pursuing a more actively engaged, student-driven classroom. While research shows that active learning can be powerfully effective, it can elicit anxiety and negativity from students who are not accustomed to it. This group would serve as a sounding board for faculty who implement active learning techniques – both successfully and not yet successfully – in an effort to identify some crucial elements that can turn Centre students into happy, engaged, and active learners.

Topic: Diversity and Inclusion
Contact: Rodmon King and Sarah Lashley

With funding from the Mellon Foundation and in collaboration with the Diversity Office, the Center for Teaching and Learning is pleased to announce a new year long Faculty Learning Community (FLC) focused on diversity and inclusion. The learning community will initially discuss understanding and addressing implicit bias, although we anticipate that additional topics will be introduced throughout the year.



Generous funds from the Mellon Institutional Diversity Grant will support this FLC, and funds are available to purchase relevant reading materials, participate in relevant webinars, and visit other campuses. In addition to informing our pedagogies for a diverse student body, we anticipate that members of this learning community will help to select and shape future campus seminars, workshops, or speakers.

If you are interested in participating in this FLC, please send an email by Friday, December 18 to [Sarah Lashley](#). In the email, please include a brief statement of why you are interested in participating in this learning community. We hope to finalize the composition of the learning community in January and begin meeting in February.