

Department of Interdisciplinary Studies

Faculty Shared Principles on Teaching and Pedagogy

1. We recognize that in a department as diverse as ours, different faculty in different interdisciplinary fields will find it necessary to approach subject matter and classroom dynamics in different ways. **We affirm the importance of supporting differing—and at times divergent—pedagogical approaches to our interdisciplinary fields of study.**
2. We acknowledge the complexity of issues and lines of inquiry that our interdisciplinary courses address. **We affirm our departmental commitment to pedagogical approaches that challenge disciplinary borders.**
3. We understand the classroom, and the dynamics that it fosters, as a designed environment intended to motivate and facilitate learning. **We affirm approaches to the classroom that invite students to dwell with questions, challenge assumptions, and explore new ideas and new perspectives.**
4. While we affirm the role of the faculty as scholars and practitioners committed to a sustained and deep pursuit of knowledge, and an ongoing refinement of skill, their chosen fields of study, we likewise recognize the degree to which all claims to knowing are epistemologically framed. **We affirm modes of teaching and learning that call attention to the contingency of knowledge, and call upon students and faculty alike to question “the how and the what and the when and the why” of knowledge acquisition.**