

Faculty Learning Community for Trauma-Informed Teaching

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Description

As educators, we care deeply about the environment we create in the classroom, and have a responsibility to make sure that our course content and pedagogy facilitate maximum engagement. In the wake of movements like #MeToo and #Time'sUp, our collective awareness of the persistence and effects of sexual harassment, misconduct, and assault has risen, which is a good thing. Of late, more and more students are being forthcoming with their experiences of hostile sexism and many are dealing with being survivors of sexual assault. While we are fortunate to have a sexual assault advocate on our campus, the environment in our classrooms can be traumatizing for students who are survivors. This FLC will examine classroom dynamics from a trauma-informed perspective and will offer faculty the tools they need to create the safest classroom possible. We will have reading materials to increase our understanding of trauma-informed methods and will work on specific courses that faculty want to examine for triggering content.

The purpose of this FLC is to educate faculty on creating a trauma-informed classroom.

Learning outcomes will include:

- Knowledge of what a trauma-informed pedagogy looks like.
- Awareness of the ways in which any course can benefit from a trauma-informed perspective.
- Concrete application of trauma-informed practices to a course(s) participants choose to examine.

Who should apply?

Faculty from all disciplines and rank are encouraged to apply. While all of us do not necessarily teach "triggering content", all of us have survivors in our classes. This FLC will increase the awareness of all who participate.

How will faculty be selected?

- Participants will be selected on expressed desire to modify an existing course and commitment to adopting trauma-informed pedagogy.
- The ability to attend all FLC meetings will also be a priority.
- Diverse representation from different ranks, disciplines, and colleges

What are the deliverables?

- Trauma-informed content for each participant's teaching portfolio.
- Creation of a circle of peers to support implementation of new teaching techniques into the classroom.
- Opportunities for leadership roles in taking trauma-informed knowledge from the FLC out to departments and the campus community.

Time Commitment

- The FLC will meet 16 hours over the course of two semesters, and outside time will be required.
- Meetings will take place the 3rd Friday of every month from 1:00-3:00:
 - September 18, 2020
 - October 16, 2020
 - November 20, 2020
 - December 18, 2020
 - February 19, 2021
 - March 19, 2021
 - April 16, 2021
 - May 21, 2021

The topic of our FLC is fully capable of being shifted to a virtual environment should that be needed. We will be doing readings and in-depth conversation/course planning during the first portion. We will move into concrete application of principles and practices, and mutual support/feedback during the second portion.

Compensation

Faculty will receive \$250 compensation for participating in the FLC, including attending all meetings.

Application:

Faculty should include a statement of interest that indicates the course they would like to adapt as well as any experience (none required) with trauma-informed pedagogy they can bring to the FLC.

Fill out the application at the following [link](#).

Priority will be given to faculty who submit their application by **September 9, 2020**