

Abstract

COVID-19 and its associated infrastructural failures have disrupted higher education in many ways, particularly pedagogy. This paper describes how transdisciplinary imaginations are helpful in identifying issues related to equity and inclusion in the Spring 2020 shift to remote learning in a large center for integrative, interdisciplinary arts and humanities general education that draws faculty from 11 departments/units across three Colleges. Julie Thompson Klein's "Notes Toward a Social Epistemology of Transdisciplinarity" elaborates some of the ways that transdisciplinary knowledge production is well-suited for situations in which "problem contexts are transient and problem solvers mobile," including in connection to pedagogy. In particular, the interactions of disciplinary, interdisciplinary, and non-academic modes of knowledge production are essential to anticipate the complex ways that diverse students and faculty (including non-tenure-system instructors) can experience disruptions to institutions. In addition to addressing equity and inclusion issues related to shifts to remote learning, transdisciplinary interactions of activism, feminist and critical race theory, and other modes of knowledge production may allow higher education to use these disruptions to re-imagine what is essential to general education and transform general education to be more inclusive, equitable, and integrative.