

## TLC Year 1 Topic and Reading List

### *Week 1: Introduction*

Foot, R., Alicia, C. R., Tollafield, K. A., & Allan, C. E. (2014). Exploring doctoral student identity development using a self-study approach. *Teaching and Learning Inquiry: The ISSOTL Journal*, 2(1), 103-118.

### *Week 2: Identity in the University*

Choose 1 chapter to read:

Stanley, C. A. (Ed.). (2006). *Faculty of color: Teaching in predominantly White colleges and universities* (Vol. 69). Jossey-Bass..

### *Week 3: Identity in the Classroom*

Freire, P. (2012). The 'banking' concept of education. In *Pedagogy of the oppressed* (pp. 71-77). New York, New York: Continuum.

hooks, b. (2014). Engaged Pedagogy. In *Teaching to transgress*. Routledge.

Palmer, P. J. (2010). The Heart of a Teacher: Identity and Integrity in Teaching. In *The courage to teach: Exploring the inner landscape of a teacher's life*. John Wiley & Sons.

Choose an additional chapter from any of the above books to read.

### *Week 4: Intergroup Dialogue* (invited guests from IUPUI)

### *Week 5: Interpreting Course Evaluations* (in-person exercise)

### *Week 6: Student Perception of Diverse Instructors*

Choose 1 reading from this list OR bring your own:

Endo, H., Reece-Miller, P. C., & Santavicca, N. (2010). Surviving in the trenches: A narrative inquiry into queer teachers' experiences and identity. *Teaching and Teacher Education*, 26(4), 1023-1030.

Liu, J. (2005). Chinese graduate teaching assistants teaching freshman composition to native English speaking students. In *Non-Native Language Teachers* (pp. 155-177). Springer US.

Reyes, M., Kupenda, A. M., Onwuachi-Willig, A., Wildman, S. M., & Wing, A. K. (2014). Reflections on Presumed Incompetent: The Intersections of Race and Class for Women in Academia Symposium—The Plenary Panel.

Tuitt, F. (2012). Black like me: Graduate students' perceptions of their pedagogical experiences in classes taught by Black faculty in a predominantly White institution. *Journal of Black Studies*, 43(2), 186-206.

### *Week 7: Teaching Diversity*

Lee, W, Derek Bok Center for Teaching and Learning. (2007). Managing Hot Moments in the Classroom. Retrieved from: <https://bokcenter.harvard.edu/managing-hot-moments-classroom>

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Peace and Freedom Magazine*, 10-12

*Week 8: Debriefing*

hooks, b. (2014). Building a Teaching Community. *Teaching to transgress*. Routledge.

hooks, b. (2014). Embracing Change. *Teaching to transgress*. Routledge

## TLC Year 2 Topic and Reading List

### *Week 1: Introduction, Identity*

Gay, R. (2014). Typical First Year Professor. In *Bad Feminist: Essays*. (pp. 20-29). New York, NY: Harper Perennial,

Kardia, D. B., & Wright, M. C. (2004). Instructor identity: The impact of gender and race on faculty experiences with teaching. *Occasional Paper. University of Michigan Center for Research on Learning and Teaching*.

### *Week 2: Identity in the Academia*

hooks, b. (2000) Learning in the Shadow of Race and Class. *Chronicle of Higher Education*. 47(12) Retrieved from <http://www.chronicle.com/article/Learning-in-the-Shadow-of-Race/6422>

Winkle-Wagner, R., Johnson, S. D., Morelon-Quainoo, C., & Santiago, L. (2010). A sense of belonging: Socialization factors that influence the transitions of students of color into advanced-degree programs. In S.K. Gardner & P. Mendoza (eds.), *On becoming a scholar: Socialization and development in doctoral education* (pp. 179-199). Sterling, VA: Stylus Publishing.

### *Week 3: Diversity and Teaching*

Freire, P. (2012). The 'banking' concept of education. In *Pedagogy of the oppressed* (pp. 71-77). New York, New York: Continuum.

hooks, b. (2014). Engaged pedagogy. In *Teaching to transgress* (pp. 13-22). New York, New York: Routledge.

Palmer, Parker J. (1998). The heart of a teacher: Identity and integrity in teaching." *The courage to teach: Exploring the inner landscape of a teacher's life* (pp. 9-34). San Francisco, CA: Jossey-Bass.

### *Week 4: Diversity in the Classroom: Performance and Perception (special focus to gender-related issues)*

Lesboprof. (2007). Challenges of identity. In *Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/blognetwork/lesboprof/2007/10/10/challenges-of-identity/>.

Lewis-Giggetts, T. M. (2015). What If You Knew I Was Black? In *Vitae*. Retrieved from <https://chroniclevitae.com/news/903-what-if-you-knew-i-was-black>

Liu, J. (2005). Chinese graduate teaching assistants teaching freshman composition to native English speaking students. In *Non-Native Language Teachers* (pp. 155-177). Springer US.

### *Week 5: Teaching Diversity, the Experience of Diverse and Non-Diverse (Undergraduate) Students Learning at IU*

Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces. In *The Art of Effective Facilitation: Reflections from Social Justice Educators* (p. 135-150). Sterling, VA: Stylus Publishing.

Kolowich, S. (2015). White Like You: The Challenge of Getting White Students to Grapple With Racial Identity. In *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/White-Like-You-The-Challenge/230509>.

Lukianoff, G., & Haidt, J. (2015). How Trigger Warnings are Hurting Mental Health on Campus. In *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>.

*Week 6: On "Being-Well": Finding Balance as a Diverse AI (special focus on mental health)*

Jackson, J. L. Jr. (2015). What It Feels Like to Be a Black Professor. In *Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/What-It-Feels-Like-to-Be-a/151323>.

June, A. W. (2015). The Invisible Labor of Minority Professors. In *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/The-Invisible-Labor-of/234098>.

McCormick, T. (1997). An analysis of five pitfalls of traditional mentoring of people on the margins in higher education. *Diversity in higher education*, 1, pp. 187-202.

*Week 7: How to Articulate the Intersections of Identity and Instruction for the Academic Job Market: Interpreting Course Evaluations, Writing Diversity Statements*

Baker, P., & Copp, M. (1997). Gender matters most: The interaction of gendered expectations, feminist course content, and pregnancy in student course evaluations. *Teaching Sociology*, pp. 29-43.

*Week 8: Conclusion and Debriefing*

## TLC Year 3 Topic and Reading List

### *Week 1: Introduction and Pre-Reflection*

Foot, R., Crowe, A., Andrus Tollafield, K., & Allan, C. (2014). Exploring doctoral student identity development using a self-study approach. *Teaching & learning inquiry*, 2(1), 103-118.

Gay, R. (2014). Typical first year professor. *Bad feminist: Essays* (pp. 20-28). New York, New York: Harper Perennial.

Glossary of diversity terminology. (n.d.) In *Xavier University*. Retrieved from <http://www.xavier.edu/diversity/Glossary-of-Diversity-Terminology.cfm>.

Kardia, D.B. & Wright, M. (2004). Instructor identity: The impact of gender and race on faculty experiences with teaching. In *CRTL Occasional Papers* (Center for Research on Learning and Teaching, University of Michigan) 19: 1-8. Retrieved from [http://www.crlt.umich.edu/sites/default/files/resource\\_files/CRLT\\_no19.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no19.pdf).

### *Week 2: Identity in the Academia*

Lesboprof. (2007). Challenges of identity. In *Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/blognetwork/lesboprof/2007/10/10/challenges-of-identity/>.

Winkle-Wagner, R., Johnson, S.D., Morelon-Quainoo, C., & Santiago, L. (2010). A sense of belonging: Socialization factors that influence the transitions of students of color into advanced-degree programs. In S.K. Gardener & P. Mendoza (Eds.), *On becoming a scholar: Socialization and development in doctoral education* (pp. 179-199). Sterling, VA: Stylus.

### *Week 3: Diversity and Teaching*

Freire, P. (2012). The 'banking' concept of education. *Pedagogy of the oppressed* (pp. 71-77). New York, New York: Continuum.

hooks, b. (2014). Engaged pedagogy. *Teaching to transgress* (pp. 13-22). New York, New York: Routledge.

Palmer, Parker J. (1998). The heart of a teacher: Identity and integrity in teaching." *The courage to teach: Exploring the inner landscape of a teacher's life* (pp. 9-34). San Francisco, CA: Jossey-Bass.

### *Week 4: Diversity in the Classroom: Performance and Perception*

Ladau, E. (2017). Disabilities and the women's march. In *The Establishment*. Retrieved from <https://theestablishment.co/disability-rights-are-conspicuously-absent-from-the-womens-march-platform-1d61cee62593#.9hirbp90u>.

Endo, H., Reece-Miller, P.C., & Santavicca, N. (2010). Surviving in the trenches: A narrative inquiry into queer teachers' experiences and identity. *Teaching and Teacher Education*, 26: 1023-1030.

Levine, S. (2016). Graduate students and disabilities. In *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2016/10/31/should-graduate-students-disabilities-disclose-them-job-interviews-essays>.

Lewis-Giggetts, T.M. (2015). What if you knew I was black? In *Vitae*. Retrieved from <https://chroniclevitae.com/news/903-what-if-you-knew-i-was-black>.

Liu, J. (2005). Chinese graduate teaching assistants teaching freshman composition to native English speaking students." *Educational linguistics*, 5: 155-177.

Tuitt, F. (2012). Black like me: Graduate students' perceptions of their pedagogical experiences in classes taught by black faculty in a predominantly white institution. *Journal of Black Studies*, 43(2), 186-206.

#### *Week 5: Teaching Diversity*

Arao, B., Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice, *The art of effective facilitation*. Stylus Publishing.

Keast, H., Williamson, B. (2005). (In)Visibility: Teaching diversity on an "homogeneous" campus. *Learning Communities and Educational Reform, Summer 2005*, 37-48.

Learn Center, University of Wisconsin Whitewater. (N.D.). *Becoming increasingly aware of our own identities and fears as we teach about diversity issues*. Retrieved from <https://www.uww.edu/learn/improving/aboutdiversity/approachdiversity/selfawareness>

Lukianoff, G., Haidt, J. (2015). How trigger warnings are hurting mental health on campus. *The Atlantic*. Retrieved from <http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>

#### *Week 6: On "Being Well"*

Jackson, J. L. Jr. (2015). What it feels like to be a black professor. *Race on Campus (The Chronicle of Higher Education)*, 2-7.

June, A. W. (2015). The invisible labor of minority professors. *Race on Campus (The Chronicle of Higher Education)*, 8-12.

McHenry, W. (1997). Mentoring as a tool for increasing minority student participation in science, mathematics, engineering, and technology undergraduate and graduate programs. *Diversity in Higher Education*, 1, 115-140.

#### *Week 7: Interpreting Course Evaluations and Post-Reflection*

Baker, P., Copp, M. (1997). Gender matter most: The interaction of gendered expectations, feminist course content, and pregnancy in student course evaluations. *Teaching Sociology*, 25(1), 29-43.

Centra, J. A., Gaubatz, N. B. (2000). Is there gender bias in student evaluations of teaching? *The Journal of Higher Education*, 71(1), 17-33.

Marsh, H. W., Roche, L. A. (1997). Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility. *American Psychology*, 52(11), 1187-1197.

Glascok, J., Ruggiero, T. E. (2006). The relationship of ethnicity and sex to professor credibility at a culturally diverse university. *Communication Education*, 55(2), 197-207.

Russ, T. L., Simonds, C. J., Hunt, S. K. (2002). Coming out in the classroom... an occupational hazard?: The influence of sexual orientation on teacher credibility and perceived student learning. *Communication Education*, 51(3), 311-324.

*Week 8: Conclusion*