Loyola University Chicago
ELPS 502 – Fundamentals in College Teaching and Course Design

ELPS 502 001 SU21
Summer 2021 – May 24th to July 2nd
(June 28th – last synchronous class)
Mondays 5:00 pm - 8:30 pm
Synchronous Online Format
Location: Zoom Pro on Sakai

Instructor: Dra. (Doctora) Aurora Chang
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Email: achang2@luc.edu
Phone: 312-915-6856

Teaching Assistant: Karina Castro-Pavón
Contact Information: kcastro1@luc.edu

*Virtual Office Hours: By appointment via Zoom
*Responsiveness: Email will be used as the primary mode of correspondence for this course. We will respond to/be available for email communication between Monday and Friday and get back to you within 24 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course-related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

Disclaimer
Please note, if, for pedagogical reasons, a change to the syllabus is necessary, we reserve the right to move forward with such changes.

Credits
This course was designed using elements of Dr. Douglas James’ Spring 2013 syllabus: GS 755-01: College Teaching & Course Design, Duke University.

Course Description
This course introduces students to effective curriculum design and teaching principles and practices to effectively engage post-secondary students from diverse backgrounds. Students will engage in various activities that will allow them to better understand, develop, assess, and implement course material that is engaging, appropriate, and of high impact.

Course Learning Outcomes
By the end of the course, students will be able to:
- Listen to and affirm the social identities of their peers.
- Demonstrate a basic understanding of effective college teaching principles & course design from current literature.
- Identify strengths & weaknesses in syllabi and determine how to make appropriate adjustments.
- Demonstrate a basic understanding of essential components of a capstone project curriculum.
- Identify strengths & weaknesses in capstone project curriculum proposal.
- Draw from educators’ lived experiences to inform their pedagogical practices.
- Gain perspective on how faculty develop new courses and prepare to teach.
- Reflect upon the fundamentals of college teaching and design.

Course Design

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<thead>
<tr>
<th>Outcomes</th>
<th>Objectives</th>
<th>Assessment</th>
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<tr>
<td>(Students will be able to:)</td>
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<tr>
<td>● Demonstrate a basic understanding of effective college teaching principles &amp; course design from current literature.</td>
<td>● Reflect upon the readings through reading responses</td>
<td>● Weekly reading responses (blogs)</td>
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<td>● Engage with peers via reading response posts</td>
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<td>● Locate, read, and evaluate effective college teaching principles &amp; course design in literature.</td>
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<td>● Identify strengths &amp; weaknesses in syllabi and determine how to make appropriate adjustments.</td>
<td>● Review and assess two existing syllabi</td>
<td>● Group presentation regarding syllabi evaluation</td>
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<td>● Discuss syllabi assessments with peers</td>
<td>● Facilitate a class discussion about syllabi evaluation</td>
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<td>● Demonstrate a basic understanding of essential components of a capstone project curriculum.</td>
<td>● Create a capstone project that all masters graduates at Loyola must complete</td>
<td>● In pairs, students will develop a one-page outline of a capstone project assignment.</td>
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<td>● Identify strengths &amp; weaknesses in capstone project curriculum proposal.</td>
<td>● Present project proposal to the committee</td>
<td>● Prepare and present a project proposal to the curriculum committee.</td>
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<td>● Articulate the pros &amp; cons of the project proposal</td>
<td>● The curriculum committee will use a scorecard to evaluate each project proposal.</td>
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<td>● Gain perspective on how faculty develop new courses and prepare to teach</td>
<td>● Conduct an informational interview with a current faculty member</td>
<td>● Create a visual representation of lessons learned through the interview</td>
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Community Agreements
In this course, we will collectively develop, reach consensus on, and abide by community agreements.

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5.

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards
Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education. If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
• Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

SOE Objectives for this Course:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Acquiring skills in working with others as a member of a team
5. Learning how to find, evaluate and use resources to explore a topic in-depth

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream, Digication or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Additional ONLINE Course Policies

*Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Online Student Participation
Students should log in to Sakai and check course materials at least once per day. Students are expected to participate in all online activities and synchronous sessions as listed on the course calendar. Students are expected to attend each session, however, if lateness or absence is anticipated, please inform the instructors as early as possible.

*Class Conduct
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support
Special Circumstances--Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Diversity
This course supports the School of Education’s conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to diversity in international education.

Food and Housing Security
Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support by submitting a CARE referral. Furthermore, please notify Dra or me if you feel comfortable in doing so. We will work with you to identify potential resources.

Late Work
Assignments must be completed and turned in on the due date and time. If you anticipate needing more time to submit your work you must notify me via email at least 48 hours in advance of the due date and time. If you do not notify me 48 hours in advance, you will receive a maximum of half-credit for each late assignment.

Attendance
You are expected to be on time to class and stay for the duration of class. If there is an emergency that will prevent you from attending, please email me as soon as you are able.

APA Style/Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Papers must use 12-point Times New Roman font, double-spacing, and one-inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability, please consult with the University Writing Center (http://www.luc.edu/writing/) for assistance.

Syllabus Addendum Link
https://www.luc.edu/education/academics/syllabi/ This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

The Core Rules of Netiquette
What is Netiquette? Simply stated, it’s network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, Netiquette is a set of rules for behaving properly online.
When you enter any new culture -- and cyberspace has its own culture -- you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended. To make matters worse, something about cyberspace makes it easy to forget that you're interacting with other real people -- not just characters on a screen, but live human characters.

So, partly as a result of forgetting that people online are still real, and partly because they don't know the conventions, well-meaning cybersnauts, especially new ones, make all kinds of mistakes.

The list of core rules below, and the explanations that follow, are excerpted from the book Netiquette by Virginia Shea. They are offered here as a set of general guidelines for cyberspace behavior. They won't answer all your Netiquette questions. But they should give you some basic principles to use in solving your own Netiquette dilemmas.

Click on each rule for elaboration.

- Rule 1: Remember the Human
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes


Course Grades
The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

Course Assignments – 100 total possible points
Individual Participation (10 points)
Weekly Individual Reading Responses (20 points total) – 4 points weekly
Faculty Interview & Visual Representation (Individual) (20 points)
Syllabi Evaluation Group Presentation & Class Discussion Facilitation (20 points)
Capstone Group Project and Defense (20 points)
Final VoiceThread Reflection (Individual) (10 points)

**Please refer to rubrics in Sakai for detailed information about course assignment assessments.

PARTICIPATION (10 points)
Participation is the cornerstone of this course. Your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor is the centerpiece of this course. Your participation will be measured by your self-assessment in the following areas:
*Supporting and cultivating new colleagues.
*Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
*Courageously raising issues and engaging in discussions that feel risky or uncomfortable.
*Engaging in difficult conversations, seeking to understand others before being understood.
*Being as mindful, attentive, and respectful as possible.
At the end of the course, you will conduct a self-assessment using the participation rubric in Sakai.

READING RESPONSES (20 points total – 4 points weekly)
**Due: Ongoing, on the Sunday before each synchronous class by 5:30p CST.**
To support in-depth, analytical reading of course materials, students are to write a reading response (500 words minimum) prior to synchronous class each week. Responses should include in-depth, rigorous insights from readings and connections to personal, professional, and/or academic experiences. Each response should include at least two direct quotations from the readings and conclude with at least two general questions that may be used for classroom discussion.

**Blog responses to peers (two minimum)** should be conversational in nature and do not have any specific requirements (see sample) - they can be as brief or long as necessary. Please indicate the names of the two peers you respond to at the bottom of your individual reading response each week. Aim to respond to as many of your peers as possible rather than the same people each week. See sample at bottom of syllabus.

Weekly responses should be submitted to the instructor via Sakai in the Blogs tab by the Sunday before the synchronous class by 5:30p CST.

**SYLLABI EVALUATION GROUP PRESENTATION & CLASS DISCUSSION (20 points)**

**Due: June 7, 2021 5:30 PM CST**

In small groups, find, review, and assess two existing syllabi.

1. Join a group of 3-4 people.
2. In groups of 3-4, choose two existing syllabi in Schools of Education - one undergraduate course and one graduate course.
3. Review and assess syllabi.
4. Identify strengths & weaknesses in syllabi and determine how to make appropriate adjustments.
5. Discuss syllabi assessments with peers.
6. Prepare a 20-minute group presentation (include time for Q&A) regarding syllabi evaluation using the format of your choice: PPT, handout, or engage the class in an activity to facilitate a class discussion about syllabi evaluation. Please include appropriate citations and references.

**FACULTY INTERVIEW & PRESENTATION (20 points)**

**Due: June 14, 2021 5:30 PM CST**

You will interview a faculty member then deliver a presentation sharing your lessons learned.

Conduct an informational interview of a faculty member that you consider an effective teacher.

1. Identify one faculty member (from any institution) who you respect as a good teacher and that has taught for at least five years.
2. Request a 20-30 minute informational interview to talk about their experiences as faculty. You do NOT need to record or transcribe the interview.
3. Interview the faculty member. Questions might include but are not limited to:
   a. How long have you been teaching and in what field(s) and educational level?
   b. When did you develop your own course? What was that experience like?
   c. Do you follow a particular model for course design or have a pedagogical approach you use?
   d. What challenges do you consistently face as a teacher? What consistently brings you satisfaction in teaching?
   e. Over time, what changes have you made in your approach to teaching and/or course design?
   f. How much time does it take to develop a new course and materials?
   g. What advice would you offer a new faculty member? What advice would you offer a faculty member who has taught more than five years?
4. Create a visual representation of lessons learned through the interview that you will share with your peers.
5. Present a five-minute presentation that includes the following:
   a. Background information about the faculty member
   b. Visual representation that is creative and thoughtful
   c. Three major lessons you learned from the interview
   d. Duration of Presentation

**CAPSTONE PROJECT ASSIGNMENT AND DEFENSE (20 points)**
In small groups, develop a one-page outline of a capstone project assignment. Assume that this capstone project is one that all masters graduates at Loyola must complete as a culminating graduation requirement.

1. **Join a group of 3-4 people.**
2. Create a one-page professional outline of your capstone project assignment to share with the curriculum committee.
3. The project proposal must include:
   a. Project outcomes and objectives.
   b. An assessment approach and specific tool to evaluate capstone project
   c. Detailed description of project.
4. Prepare and present a 10 minute project proposal to the curriculum committee (i.e. - all of your other peers in the class).
5. The curriculum committee will use a scorecard (which we will provide ahead of time) to evaluate each project proposal.
6. Come prepared to defend the value of your capstone project.
7. The proposal with the highest score becomes the selected pretend capstone project for the Master’s program.

**CHECK-IN CONFERENCES (required to pass the course - 0 points)**

*Conferences will take place during Week 4 & Week 5. Sign-ups will be available beginning Week 2.*

Students will meet individually with Dra. Aurora Chang via Zoom either during Week 4 or Week 5. Please come prepared to answer the following questions.

1. What have you learned from the course thus far?
2. What have you noticed about yourself during the course re: college teaching and course design?
3. What are you still wondering about re: college teaching and course design?
4. What do you see as your strengths and areas of development as an instructor?

**FINAL VOICETHREAD REFLECTION (10 points)**

**Due: July 2, 2021 5:00 PM CST**

Students will individually create a 5-minute VoiceThread presentation that summarizes your overall reflection and experience in the course. Please note: it is up to you to decide how you would like to present this via VoiceThread. The idea here is to engage in something creative and enjoyable.

1. Reflect upon the fundamentals of college teaching and design.
2. Summarize your reflections on the course content and your experience in the course.
3. Aim for 5 minutes.
4. Upload to VoiceThread.

**Reading and Assignment Schedule**

- **Week 1 (May 24th): Fostering a Learning Community**
- **Week 2 (May 31st -HOLIDAY): Ch. 1 – Beginning with the End in Mind**
- **Week 3 (June 7th): Ch. 3 – Creating Course Outcomes and Objectives**
- **Week 4 (June 14th): Ch. 4 – Assessing Student Learning**
- **Week 5 (June 21st): Ch. 6 – Writing as Instruction and Assessment**
- **Week 6 (June 28th): Ch. 8 – Teaching Effectively**
## Calendar

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<tr>
<th>Date &amp; Theme</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1 (May 24th)</strong></td>
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<tr>
<td>Fostering a Learning Community</td>
<td>1. We are the texts this week.</td>
<td>● Come prepared to informally introduce yourself and to share some of your teaching and learning experiences with your peers.</td>
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<td><strong>Week 2 (May 31st - HOLIDAY)</strong></td>
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<td>Beginning with the End in Mind</td>
<td>1. Mackh, B. (2018). Chapter 1</td>
<td>● Blog response</td>
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<td>2. <a href="#">Universal Design for Learning</a> (visual aid)</td>
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<td><strong>Week 3 (June 7th)</strong></td>
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<td>2. <a href="#">Writing Course Goals/Learning Outcomes and Learning Objectives</a></td>
<td>● Syllabi presentations</td>
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| Week 4 (June 14th)          | Assessing Student Learning | 1. Mackh, B. (2018). Chapter 4  
3. [Assessment During A Crisis: Responding to a Global Pandemic](#) (focus on executive summary) |  
|                           |                           | ● Blog response  
● Faculty Interview presentations  
● Schedule your check-in conference with Dra. |
2. [We Know What Works in Teaching Composition](#)  
3. [The Controversial but Useful Practice of ‘Ungrading’ in Teaching Writing](#) |  
|                           |                           | ● Blog response  
● Schedule your check-in conference with Dra. |
| Week 6 (June 28th)         | Teaching Effectively      | 1. Mackh, B. (2018). Chapter 8  
2. Rachel Forgasz, Geert Kelchtermans & Amanda Berry (2021)  
|                           |                           | ● Blog response  
● Capstone presentations  
● Final VoiceThread Reflection |
Course Bibliography


Sample Reading Response Blog and Peer Response

*please note this is from another course

Students are encouraged to write and save their blog posts as Word documents prior to submitting via Sakai, as we cannot guarantee that you will not lose your work in the process of writing and/or that posts/writing will be available after the end of the course, when the Sakai site is closed.

Blog posts are less formal in tone than scholarly papers to allow for less anxiety and more freedom in expression. Still, students are expected to submit writing that is cogent, professional, and free of grammatical, spelling, or other typographical errors. Furthermore, students should utilize APA format for any in-text citations or direct quotes, as well as include a full reference for any sources cited within the paper that have not been directly introduced/covered in this course (but a full reference list is not required).

Grading: You will earn 2 points for successfully completing your individual weekly blog and 1 point for each peer blog response for a total possible 4 points.

Sample Blog Entry (from a different course)

This week’s readings challenged me to evaluate my own privileges and reminded me of how oblivious I am to them on a daily basis. I related to the way Watt (2013) examines her identity. “My marginalized status as a racial being is prominent to my sense of self. Simultaneously, I am not fully conscious of the centrality I enjoy as a heterosexual and as a cisgender female” (p. 45). Interestingly, I also read both of Janet Mock’s books and was deeply impacted by them. At the time, I was reading memoirs by several other writers of color, and unlike Watt, was not consciously seeking out a trans voice. While Mock’s books describe realizing her identity and gave me a deeper understanding of her experience as a trans woman, I realized that after reading them I just identified with her as a fellow black woman. Watt (2013) describes reading Mock in order to “learn about this Difference”, and while I learned a great deal, I mostly felt the same sense of connection I have felt after any memoir by a woman of color. Part of that is due to Mock’s style of writing, and the way being trans is one of many layers of her identity. Mock’s gender expression and sexual orientation are also similar to my own – use of she/her pronouns, feminine style of dress, in a heterosexual relationship, etc. In reading Watt, I wondered whether I was being willfully ignorant, overlooking Mock’s identity as a trans woman and focusing on the aspects that I found most relatable. What bothers me is the way Watt describes reading this one trans author, and engaging in dialogue with one trans colleague.

I see many benefits to practicing privileged identity exploration, however, I cannot help but wonder how this impacts people from marginalized populations. This trans faculty member is likely one of few, and has probably thought about pronouns and various gender inclusion practices for many years. It feels presumptuous of Watt to expect them to continue having these conversations with her just because she is trying to resituate herself. This feels like an example of the internalized superiority that Sensoy and DiAngelo (2017) describe in Chapter 6. I certainly would not want to be singled out by white and/or male colleagues whenever they wanted a perspective from someone who shares my identity. Rather, I think there is value in seeing, acknowledging, and even celebrating differences in people without categorizing them as other, or using their lived experiences for your benefit.

Sensoy and DiAngelo (2017) describe how marginalized groups “have always tried to get dominant groups to see and understand their experiences, but dominant groups often aggressively resist this information” (p. 96). During a recent workplace equity training, I had to check my privilege as an able-bodied person. Two colleagues, one who has disabled children, and another who is blind, talked about how able-bodied people tend to avoid interaction with disabled people. Rather than awkwardly acknowledging difference, or saying something problematic, people are more...
comfortable ignoring them altogether. I felt especially guilty about having done this because I have felt overlooked myself, and know how someone choosing to say nothing can feel worse than someone saying the wrong thing. In centering experiences of d/Deaf women of color, Stapleton (2015) focuses on individuals who are often ignored even within their own communities and families. Although her work is highly specific, the way she gives voice to those who have never been encouraged to examine their own identities is incredibly powerful. One of the students, Tiara, describes her newfound community: “I found my identity of who I am. I chose the deaf world; I can communicate in sign language rather than struggle to understand what everyone is saying...I have finally found myself, and I love it, being able to communicate with all my [peers] perfectly and can really be myself in the [Deaf organization]. I wanted my family to respect my deaf identity” (Stapleton, 2015, p. 579) This serves as a reminder that no matter how specific, every level of an individual’s identity matters, as does the importance of truly diverse and inclusive communities on all university campuses. How do we ensure that all identities matter? How does my own identity impact my work as an educator?

Responded to: Jane and Amy

Sample Blog Response

Hi Jane -I really appreciate the introspection and thoughtfulness of your responses. I, too, often have trouble with what I think you were insinuating –the idea of tokenization –being the one or one of the few from a marginalized background. It’s so frustrating and lonely!! When I work with students, I am also acutely aware of the way I am receiving their identities and making judgments without even knowing it. What’s the solution to this? Is there a solution?