

## APPENDIX

## Opportunities Presented by the Forced Occupation of Liminal Space: Underrepresented Faculty Experiences and Perspectives

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### Interview questions

Have you been willing or apprehensive of engaging in SoTL (Scholarship of Teaching and Learning)? In experimenting with new approaches to teaching and learning? Could you expand on your answer to tell me more about your experience with experimental pedagogy (pedagogies), why you have chosen to pursue them or have stayed away from them, etc.? Were there personal, professional, administrative, or other reasons that shaped your decisions about pedagogical risk-taking?

Do you have experience with or knowledge of student-faculty partnership? If yes, could you describe your experience? Have you partnered with students individually to design or redesign a course? Have you invited student to collaborate on course materials, assignments, rubrics, etc. in a course that you were teaching?

If you haven't had experience with partnership, could you tell me if you would be willing to engage in partnership with students on the issues of teaching and learning? What concerns might you have? What opportunities do you see with this pedagogy?

What do you think your students in your classes here would say about your approach to teaching? Are there cultural differences when it comes to how you organize and present your course materials? Are there differences in your and your students' expectations that are predicated by cultural differences?

Do you think your identity as. . . has been a factor in your relationship with students? What role do you think it plays or will play when/if you partner with students on the issues of teaching and learning? Please elaborate.

Do you think student-faculty partnership could be seen as the liminal space in academia that transcends certain hierarchies? For example, research has noted that through student-faculty partnership one could achieve more egalitarian relationships between faculty and students; research has also shown that student-faculty partnership gives voice to traditionally

underrepresented/minority students. What are your thoughts and experiences (if any) with student-faculty partnership and its potential to develop a more inclusive atmosphere in the academia?