



CC Faculty Voices

EXPANDING THE HIGHER EDUCATION DISCOURSE

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Framing Questions

- ❑ Why is it important for community college (cc) voices to be present in literature about effective practice in higher education?
- ❑ Where are cc faculty publishing now? How can cc faculty add their voices to increase and inform the higher education community?
- ❑ What would it would look like to have more faculty writing about their practice at the campus level? What would “success” look like?
- ❑ What kinds of strategies might help more faculty begin to write about their work?



Agenda

- ❑ Framing Questions for the Session
- ❑ Settling In: Introductions to Each Other
- ❑ Reviewing Community College Faculty Voices in the Literature: An Overview
 - ❑ Guidelines and Sample Articles from Three Journals
- ❑ Constructing a Vision for Your Campus
 - ❑ Orienting Faculty Towards a Vision of Scholarly Teaching
 - ❑ Helping Faculty Write: Strategies
 - ❑ Planning Next Steps



Workshop Outcomes

Participants will have the opportunity to

- ☐ Reflect on their own practice as writers;
- ☐ Become more familiar with the ways people are writing about classroom practice;
- ☐ Think about teaching as inquiry and the implications for scholarly teaching.
- ☐ Brainstorm strategies for helping faculty write as a form of professional development.



Settling In

INTRODUCTIONS TO EACH OTHER



Your Purpose

Why are you here at this workshop?

☐ Quick Round of Introductions



Writing and You

Is writing part of your professional practice currently? If so, how is it supported? If not, how could that change?

- ☐ Write on your own for a few minutes.
- ☐ Prepare to share with your small group.



Inquiry Question

Why is it important for community college (cc) voices to be present in literature about effective practice in higher education?



Reviewing CC Faculty Voices in the Literature

AN OVERVIEW



Our Methods

We selected three journals to highlight:

- ❑ Community College Journal of Research and Practice ([CCJRP](#))
- ❑ Journal of the Scholarship of Teaching and Learning ([JoSoTL](#))
- ❑ Learning Communities Research and Practice ([LCRP](#))



CCJRP: “A Scholarship of Our Own”

Tod Treat, Vice President of Instruction at Tacoma Community College

- ☐ Take a few moments to skim this article, identifying a key word, term, or phrase that most resonates with you.
- ☐ Prepare to share your selection and say a few words about why.



JoSoTL: “Redesigning for Student Success”

Launa Gauthier, Faculty of Education and Centre for Teaching and Learning, Queen’s University

- ☐ What question animates the study?
- ☐ What is the relationship between the author and the people in the study?
- ☐ What methods is this author using?
- ☐ What else do you notice?



CCJRP Sample Articles

- ❑ “The More Mistakes You Have the Better You Could Improve”: Two Students’ Interpretations of Pedagogy in Developmental and College English”
- ❑ “What’s Life Got to Do With It? The Role of Life Experiences in Shaping Female Community College Students Transfer Intent in STEM Fields of Study”
- ❑ “Building Better Bridges: Understanding Academic Text Readiness at One Community College”



What Did You Notice?

- ☐ About their question?
- ☐ About the author's relationship to the people in the study?
- ☐ About their Methods?
- ☐ Appoint someone in your group to be the facilitator.



LCRP Sample Articles

- ❑ “A Workbook for Designing, Building, and Sustaining Learning Communities”
- ❑ “Collaborative Approaches to Deepen Student Learning: Information Literacy, Curriculum Design, and Student Learning Workshops”
- ❑ “A Dynamic Program Assessment Framework for Learning Communities”



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Constructing a Vision for Your Campus

ORIENTING FACULTY TOWARDS A VISION OF SCHOLARLY TEACHING



Big Frame: Teaching as Inquiry

Read pages 6 to 12 in "Teacher Inquiry Defined."

- ❑ How would faculty on your campus respond to the metaphor of the difference between "a farmer with a huge agricultural business to maintain" and the "'careful gardener' tending a backyard plot?" (10)
- ❑ Dana, N.F. (2014) *The Reflective Educator's Guide to Classroom Research: Learning to Teaching and Teaching to Learn through Practitioner Inquiry*. Thousand Oaks, CA: Corwin.



Asking Questions

Review the first three paragraphs of “Project Design: What’s the Question” in “‘Methodologically Sound’: Under the Big Tent” (pages 3 to 5).

- ❑ What kinds of “What Works?” and “What Is?” questions might your faculty colleagues be interested in pursuing?
- ❑ What other kinds of questions are faculty interested in (discipline-related, integrative-related, equity-related, student success-related)?



Strategies for Helping Faculty Write

STRUCTURING WRITING GROUPS FOR FACULTY



CC Faculty as Pedagogical Innovators

- ☐ What have you tried, and what could you try, to support teacher inquiry and faculty writing on your campus?
- ☐ Faculty writing groups

Thank you!

THE END