Micro-SITE Experience

Inquiry Question: *How are access, standards, and equity interrelated within our personal identities and our professional practices?*

Directions:

1. Subsidiary questions are located on posters all around the room. Stand next to one that interests you. As others gather at your poster, introduce yourselves and discuss the question, but do not lift up the flaps. Why were you drawn to this question?
Micro-SITE Experience

Directions:

2. Open the envelope and distribute the quotes inside. Read the quotes.

3. Discuss the quote for 8 minutes, staying with the text as much as possible, even as you bring your own thoughts and experiences to the conversation. Include in your discussion:
   - (Discover) what is already working?
   - (Dream) what would you really like to see happen?

Stay focused and let the conversation happen. Don’t worry about completing the conversation.
Micro-SITE Experience

Reflection Questions: Take 3 minutes to write about these questions.

What connections did you make with your teammates?

What did you learn from the scholarship (the quotes)?

What would you like to do next with this team to further explore your inquiry question?
SITE Faculty Focused Learning Communities:

Teaching and Learning Together in a Time of Transformation

2019 SSSC
Rose Cerofeci      Rachel Ketai
Lars Kjeseth      Art Martinez

https://drive.google.com/drive/folders/1KtERfESC0SCCQmganwGFAOWv-mlb80L?usp=sharing
Scholarly Inquiry for Teaching Excellence (SITE)
Focused Learning Communities (FLC)

We believe...

- undoing inequities in higher education requires substantive change in our institutions and ourselves
- sustainable transformations happen where deep and trusting relationships exist
- that time spent investigating a shared inquiry question leads to strong relationships
Scholarly Inquiry for Teaching Excellence (SITE)  
Focused Learning Communities (FLC)

SITE is a framework that...
• taps into our shared desire to do scholarly work and research with colleagues
• leverages the dedication and energy of our stakeholders
• creates a space for ongoing professional learning that can evolve over time
The SITE Year models an Appreciative Inquiry cycle.

- **Summer Institute** investigates a central inquiry question

- **Focused Learning Communities** work year-round on a subsidiary inquiry question with support

- **Block Party** at the end of the year celebrates learning and transformations – AND – develops the central inquiry question for next year.
Scholarly Inquiry for Teaching Excellence (SITE)
Focused Learning Communities (FLC)

Focused Learning Communities dive deeply into their inquiry question, engage in scholarship, grow as individuals and as a community, and become change agents, sharing their expertise across campus.
SITE Theory of Change: Appreciative Inquiry
SITE Vision:

Over time, as we transform the culture among faculty and staff through repeated cycles of appreciative inquiry,

deep and trusting relationships develop that will enable us to tackle any change we make with confidence in our people and process.
SITE and FLCs - the story so far...

**2018 SUMMER INSTITUTE**
What do we know and what do we want to know about how people learn?

- 2018-2019 FLC’s:
  - Team Equity
  - On Course Strategies
  - Teaching Men of Color
  - Acceleration
  - Threshold Concepts
  - Learning Assistance
  - Reading Apprenticeship

**2019 SUMMER INSTITUTE**
How do we reframe our beliefs to eliminate inequitable practices and to cultivate authentic learning?

- 2019-2020 FLC’s:
  - Team Equity
  - GE Math for the Trades
  - Student Vision and Experience
  - Student Voice and Engagement
  - Team Theme
  - NHPI Onward!
  - Learning Assistance
  - UDL Empowerment Agents
  - Equitable Writing
  - (Thrive with) AB705

**2020 SUMMER INSTITUTE**

**2020-2020 FLC’s**

**BLOCK PARTY**
Three themes emerged:
1. How do we find our own blind spots?
2. How do our beliefs reproduce inequity?
3. What does authentic learning mean?
Building Connections / Relationships / Community

What connections did you make with your teammates?
Building Connections / Relationships / Community

What connections did you make with your teammates?

• SITE has helped me grow as an educator. First of all, to be in a room where we are all working to combat real problems in the AB705 classroom, as well as to help close equity gaps—-it unites instructors and solidifies the message that ECC cares about its students.

• Working with more colleagues more deeply on challenging scholarly work makes me want to work more deeply and collaboratively with my students or students in general on curriculum design.

• Collaboration is key to strong teaching, but it's something that is difficult to prioritize in academia because everyone's schedules are so different. SITE/FLCs facilitated/encouraged/expected collaboration. It impacted my teaching, both in the day to day and in long-term planning.
Engaging Scholarship

What did you learn from the scholarship?
Engaging Scholarship

What did you learn from the scholarship?

• I find this scholarship extremely helpful for teaching. It encourages further research and opens my mind to the areas I wasn't aware of - I revised my syllabus and multiple assignments and class activities when I took an online course on RA in the fall.

• After my FLC investigated equitable classrooms, my students and I established and upheld a set of shared norms for our time together in the classroom. Students felt that they had a voice and most felt the norms were helpful in keeping all of us focused on the tasks at hand.

• As a FLC member, I learned about threshold concepts, micro-aggressions, and unconscious biases. With this knowledge, I changed myself and my classroom and was able to build a good relationship with the students which made a positive impact on student learning.
Growing Change Agents

What would you like to do next with this team to further explore your inquiry question?

“I hope to present the work of my FLC accurately and eloquently so that people understand the significance of the project and appreciate how hard everyone on my SITE team worked. “

Erica Brenes
Block Party

“I'd like to hear about ways that I can speed up the excellent processes I learned at the SITE Conference in February. These processes are very helpful to my ESL students, but also, a bit too time-consuming for comfort.”

Debra Mochidome
Block Party
Growing Change Agents

What would you like to do next with this team to further explore your inquiry question?

“I led a brown bag, and I would be interested in leading more brown bags, perhaps to other disciplines, to share my findings about grading, student responsibility, and student learning.”

“As an adjunct instructor, the biggest obstacle is usually finding such opportunities that fit into my class schedule without having to give up classes, which generally isn't an option. I'd like to work my way up to be a Reading Apprenticeship trainer.”

“With a few of my colleagues, I would like to design and offer a four-part workshop series on differentiated instruction.”
SITE and FLCs

Where would you like to go with this discussion?

What we learned

What we changed

SITE design principles

Other
MISC (Keep this?)

- SITE flourishes with increased support from administration - SITE is part of a larger network (3CSN)
- Balance between theory/research and practical applications
- SITE Coordinators need to be evolving ourselves, our own scholarship is essential/crucial -
- SITE takes lots of coordination and extensive planning - weekly meetings - long term strategizing
- SITE branding is important - needs to be more visible on campus (especially online)
- FLC need management - establishing members / helping set agendas/calendars / managing resources/budget /