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Funds of Teaching Identity: Teaching and Learning in California Community Colleges

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Funds of Teaching Identity: Teaching and Learning in California Community Colleges

A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of Philosophy in Education

by

Imelda Zapata

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ABSTRACT OF THE DISSERTATION

Funds of Teaching Identity: Teaching and Learning in California Community Colleges

by

Imelda Zapata

Doctor of Philosophy in Education

University of California, Los Angeles, 2019

Professor Cecilia Rios-Aguilar, Chair

Community colleges play a vital role in our nations system of higher education, enrolling half of the U.S. college going population (Cox, 2009, Deil-Amen, 2011). However, they have long been under researched, specifically little is known about the community college classrooms and the interactions that take place within them. Yet, the classroom is the primary point of contact between the institution and its students. In an effort to better understand student experiences within the community college sector in California—the nations largest higher education system—this study focuses on community college faculty and their pedagogical practices. Through an asset-based lens, this study, *Funds of Teaching Identity: Teaching and Learning in California Community Colleges* — examines the community college classroom and the role of faculty in the various forms of student success. This case study of a community college faculty professional development workshop, uses qualitative research methods and multiple points data collection to analyze the experiences and teaching context of community

college faculty. Findings from the study reveal a complex context for teaching that at time impedes the implementation of an asset-based pedagogical practices. However, this study also finds that use of faculty's Funds of Teaching Identity combined with their disposition to express Pedagogies of Cariño can contribute to transformative spaces for teaching and learning.

The dissertation of Imelda Zapata is approved.

Patricia Perez

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2019

Dedication

To the faculty participants of this study— for your continued support and for showing me what amazing sites of possibility community college classrooms can be.

To the student participants of this study and to all community college students— for inspiring this work and for being who they are.

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Zapata, I., Escobedo, C.R., Jacobo, S., Cesar-Davis, N.M., Rios-Aguilar, C. (2019). Towards Asset-Based Teaching and Learning in Community College Classrooms: A Case Study of Pedagogical Possibilities. Presented at American Educational Research Association, 2014, Toronto, Canada.

Chapter One: Introduction

The Importance of Community Colleges

Community colleges play an increasing role in educating our nation's college students, and currently educate half of the U.S. undergraduate student body (Cox, 2009; Deil-Amen, 2011). However, by and large community colleges are characterized as "not real college," and excluded from the idea of the "real college experience," and what we think of as "going to college," when compared to four-year colleges and universities (Thelin, 2004, pp, 334, 322, 206). This stigma does not take into account how community colleges are equally responsible for educating the nation's future workforce nor acknowledge that community colleges are institutions espoused the responsibility of preparing community college transfers into four-year colleges and universities. Perhaps more importantly, stereotypes regarding the quality of a community college education negates the experiences of community college students, including educational pathways, communicated academic capital, and students' tireless sense of purpose in pursuing a postsecondary education.

Specifically, students step onto community college campuses having accumulated a range of academic experiences and many times have navigated and survived oppressive structures (Cox, 2009) and institutional racism (Perez Huber et al., 2015). Community college students are expected by the receiving institutions to forget their community college experiences and in the process of transitioning into a four-year institution be able to seamlessly adapt to the culture of said institution. Illustrative of this dynamic, Deil-Amen and Deluca (2010) write of the "underserved third" and describe this group as a group that "constitutes a virtual underclass of students who are neither college-ready nor in an identifiable career curriculum" (p. 28). Students

in the 'underserved third' are less likely to enroll in college as they were not prepared to do so during high school, and if they do enroll they face the challenges of remedial education and early departure (Deil-Amen & Deluca, 2010, p. 28). This group of students predominantly enroll in community college, are of "lower SES, underrepresented minority, immigrant, English language learner, and first-generation college students," (Deil-Amen & Deluca, 2010, p.28).

While the aforementioned statistics demonstrate the added challenges that community college students navigate, it is imperative that educators recognize that educational challenges do not negate the students' wealth of knowledge and limitless potential. Community college students are, in fact, America's student population. Since the Deil-Amen and Deluca's article in 2010, the "under-served third" has now become the "under-served half." Per Deil-Amen and Rios-Aguilar (unpublished), the current disinvestment in higher education —but community colleges especially— along with an emphasis on "accountability" makes it difficult to hold a rigid idea of what success means for students within this context. It is imperative that this sector of higher education receives equitable resources and recognition, as community colleges have been long under-researched and under-funded. In part due to the increasing cost of higher education and the shift in student populations, the traditional college student experience no longer applies the general student body (Cox, 2009; Deil-Amen, 2011). Rather, as the "non-traditional" student – which can include students that are working while attending college, attend college part-time, are parents or care givers, are first generation students, come from low SES backgrounds, come from marginalized communities and/or are older students— becomes our reality, we must focus our attention on the needs, context and characteristics of community colleges if we are to succeed at serving our students (Cox, 2009, Campaign for College Opportunity, 2018).

California represents the largest community college system in the nation, with 115 colleges and 72 districts, and its largest student population is Latinx students at 45% for the 2017-18 school year (CCCO, 2019). The community college system represents the entry point to higher education for the states Latinx population in the state, with 80% of Latinx students entering higher education through this system in 2010 (Moore & Shulock, 2010). This creates an over representation of Latinx students within this system, more alarming is the tremendous leak in the educational pipeline that this represents, as reported by Moore and Shulock (2010), 80% of Latinx students had not completed a degree or certificate and had not transferred after six years of enrolment. This means that while Latinx students are entering higher education through the community colleges in California at large numbers, they are not being able to reach their educational goals and are being trapped or discouraged by a system that is not serving their needs. While the focus of this study is not Latinx students, but rather the faculty that teach them, it is important to acknowledge the realities of the California community college classroom, this means a disproportionately large number of Latinx students. In the classroom, where race/ethnicity is only one of the many identities students carry, it is imperative that faculty are equipped with the tools to understand and address student needs.

Why Diversity Matters in the Community College Context

Diversity in the community college context goes beyond race, class and gender. Whereas selective institutions still reflect a version of the traditional college student that have been idealized in the past, at community colleges the term "diversity" more aptly reflects the nation's population. Traditional "college age" becomes irrelevant as 16 and 61-year old students can be in the same class together. Similarly, valedictorians and remedial students can be part of the same learning community whereby a significant number of students are working full time as sole

providers for their families. Truly, the strengths of community college lie in what Deil-Amen (2011) has termed Multi-Dimensional Diversity (MDD) and is what ties these institutions to community, the student populations are a reflection of the society in which these institutions exist. Not protected by the residential college bubble experience where students are able to separate themselves from outside world and make college their primary focus, community college students must fit college into their already complex lives. However, I acknowledge that this is not the reality for many students attending 4-year institutions, yet it reflects how traditional college life has been perceived in the past, both by society and by researchers.

The majority of studies regarding diversity have focused on the 4-year sector and often leave 2-year colleges out of the higher education discussion. For example, prominent publications such as *Academically Adrift* (2011) do not mention 2-year institutions in their discussion of U.S. Higher Education, and the Freshman Survey issued by the Higher Education Research Institute at University of California, Los Angeles only reports on data gathered from students attending 4-year institutions (Arum & Roksa, 2011). These studies provide insight into the experiences, trends, shifts and needs of our nation's college students, which allows institutions to get to know more about the students they serve and to best strategize ways in which to serve them. Leaving community colleges out of the conversation translates to leaving nearly half of students entering higher education out of the analysis, as these research findings inform students educational trajectories, retention, and completion strategies. Furthermore, traditional ways of analyzing and thinking about student persistence in higher education such as Tinto's model (1975), which places an emphasis on student's disconnection from the home environment for persistence to occur, or Edward "Chip" Anderson's *Forces Influencing Student Persistence and Achievement* (1985) that looks at internal and external, positive and negative

forces that influence retention, both come from a "traditional student" view. Defined in this study as, students that are between the ages of 18 and 23, are enrolled full-time at residential colleges, and are predominately white. For community college students a disconnection from their home environment is impossible—community college students characteristically live and work in the same community in which they attend college, and their internal and external characteristics that influence attendance and retention may become blurred. For example, factors such as financial aid and family obligations can be both positive and negative, internal and external experiences, when considered under the community college context. New ways of conceptualizing student persistence, success and retention must include the unique experiences of community college students to truly be reflective of the American system of higher education.

Problem Statement

Evidently, there is a lack of knowledge in regard to how community college student diversity impacts classroom culture. Furthermore, we do not know much of what this means for in-class interactions with students, or how this translates to faculty's approach to teaching or to their teaching identity. Though the last few decades have seen an increase in minority student participation in higher education, this participation has not been parallel with persistence and completion (Cohen & Kisker, 2010). For the Los Angeles Community College District alone in 2016, the majority of its student populations was of Latinx[1] background at 59.44%, however only 16.62% of their tenured faculty and 12.15% non-tenured faculty share the same background, creating a cultural mismatch between faculty and students (Table 1). When looking at what has been done to address shifts in student demographics much effort has been placed on student services but there has been little focus on the main point of contact between students and

[1] Hispanic was the term used by the LACCD and refers to Latinx faculty/students.

the institution, the classroom. The interactions that happen within the classroom, both formal and informal, become paramount in making meaningful connections with students. It is here, in the classroom, that interactions are examined. This study includes both faculty and student perspectives, looking at both teaching and learning, to examine how the incorporation of Funds of Knowledge (FK) and Community Cultural Wealth (CCW) in formal and informal interactions can increase student academic success.

Table 1. **Faculty and Student Population at Select Los Angeles Community College District Campuses by Race/Ethnicity, Fall 2016**

Community College District	Faculty Tenured/Tenure Track	Faculty Temporary	Student
Los Angeles	1,625	3,169	152,977
African-American	9.97%	8.02%	9.76%
American Indian/Alaskan Native	0.37%	0.16%	0.17%
Asian	10.46%	8.39%	7.17%
Filipino	---	---	2.35%
Hispanic	16.62%	12.15%	59.44%
Multi-Ethnicity	0.74%	0.25%	1.86%
Pacific Islander	0.12%	0.09%	0.20%
Unknown	18.09%	31.90%	4.51%
White Non-Hispanic	43.63%	39.03%	14.55%
Rio Hondo	200	334	19,226
African-American	3.00%	5.09%	1.93%
American Indian/Alaskan Native	1.50%	0.60%	0.18%
Asian	11.50%	14.07%	5.65
Filipino	---	---	1.08%
Hispanic	36.00%	30.24%	77.00%

Multi-Ethnicity	1.50%	1.20%	0.91%
Pacific Islander	---	---	0.12%
Unknown	2.00%	2.40%	5.51%
White Non-Hispanic	44.50%	46.41%	7.61%
Santa Barbara	230	473	16,957
African-American	3.04%	1.90%	2.82%
American Indian/Alaskan Native	1.30%	0.85%	0.29%
Asian	1.30%	4.65%	3.90%
Filipino	---	---	1.26%
Hispanic	15.65%	12.26%	34.16%
Multi-Ethnicity	---	0.21%	4.61%
Pacific Islander	---	0.63%	0.17%
Unknown	0.87%	1.90%	13.77%
White Non-Hispanic	77.83%	77.59%	39.00%
Ventura	411	746	33,270
African-American	2.19%	3.08%	2.16%
American Indian/Alaskan Native	---	0.54%	0.29%
Asian	8.52%	6.17%	3.82%
Filipino	---	---	2.51%
Hispanic	21.17%	15.01%	51.59%
Multi-Ethnicity	2.92%	2.41%	4.12%
Pacific Islander	0.24%	---	0.20%
Unknown	2.43%	2.01%	0.68%
White Non-Hispanic	62.53%	70.78%	34.62%
State Totals	17,615	39,506	1,555,706
African-American	5.86%	5.15%	5.87%
American Indian/Alaskan Native	0.62%	0.56%	0.40%
Asian	9.33%	10.09%	11.00%
Filipino	---	---	2.92%

Hispanic	15.23%	13.13%	45.08%
Multi-Ethnicity	1.22%	1.12%	3.76%
Pacific Islander	0.50%	0.54%	0.41%
Unknown	7.12%	9.77%	4.42%
White Non-Hispanic	60.11%	59.64%	26.14%

Research Questions

It is crucial that we focus on the community college classroom as multi-dimensional diversity converges here, the primary point of contact between the college and the student is the classroom and the interaction that take place here are invaluable to understanding student experiences, satisfaction and ultimately success. As our nation becomes more ethnically, linguistically, and culturally diverse we can no longer abstain from conversations about race, racism, justice, equity and equality. In order to best understand diversity from the community college perspective, to examine faculty perceptions on diversity and how these translate into the classroom, and to recognize tools that can be useful in incorporating diversity into the classroom in meaningful ways, this study is guided by the following research questions:

1. What are some pedagogical strategies that faculty use to learn about student's FK and CCW? How then do faculty use these resources and wealth(s) in their pedagogical practices?
2. Do faculty face any barriers in implementing an asset-based approach to teaching?

Outline of the Study

In an effort to explore the community college classroom and the experiences of the faculty within them, a qualitative case study strategy was employed. A case study is a research approach that takes "an in-depth description and analysis of a bounded system" (Merriam, 2009, p.40).

This is a case study bound by the Community College Faculty Institute (CCFI), a three-day professional development workshop focused on asset-based teaching and learning for community college faculty in California. For this study asset-based practices are those that focus on the knowledge that students bring with them to the classroom. These might not necessarily align with traditional or valued ways of knowing in formal education, however these ways of knowing are just as powerful and can provide ways to make content accessible and meaningful to students. Incorporating an asset-based perspective in teaching invites diverse students into the learning conversation and provides multiple ways in which content can be presented and consumed, it pulls away from deficit ways of viewing students—especially those from underrepresented communities—and places value in what they know and not on what educators think students should know. The study uses data collected for a larger study conducted by Higher Education Research Institute (HERI) and draws on a multifaceted data collection approach that includes faculty interviews, student interviews, classroom observations, surveys and faculty study groups. Data for this study was analyzed using narrative analysis and approach that centers stories or "narratives" as its primary source of data and finds meaning within them (Merriam, 2009, p.32).

Faculty in this study teach in California, and thus it is important to examine what the student and faculty population within the state looks like. According to California Community College Chancellor's Office for Fall 2016 the majority of the states enrolled students were of Latinx (Hispanic) background at 45 percent and its second largest student population was White Non-Hispanic students at 26 percent (Figure 1). When looking closer at just one district within the state, the LACCD, we can see that the district's two largest student populations are Hispanic at over 59% and white at about 15% (of Non-Hispanic background) (Figure 1).

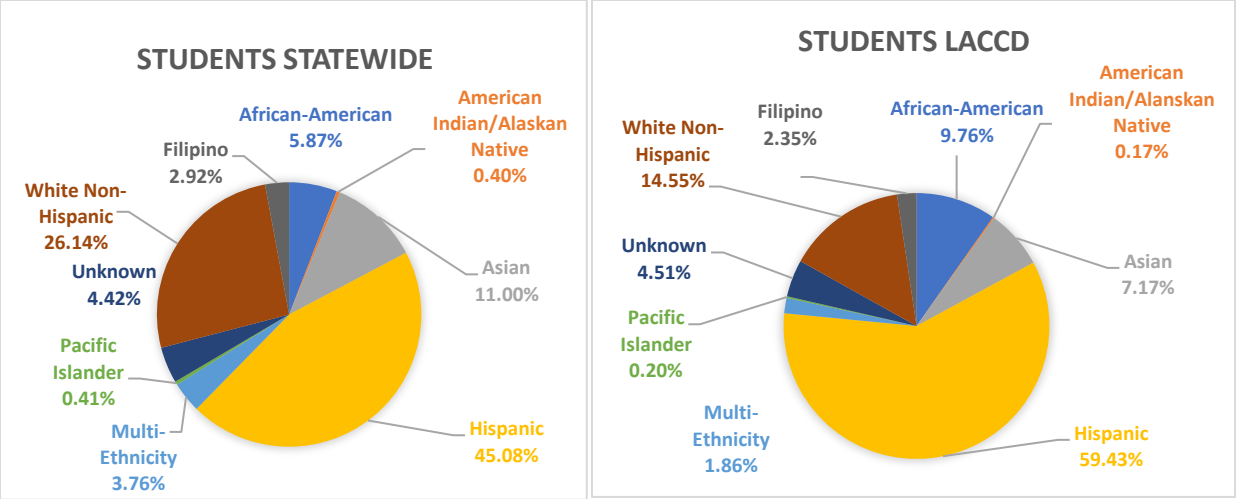


Figure 1. **Charts show the percentage of California community college students by race/ethnicity in the state and in the Los Angeles Community College District. Adapted from the California Community College Chancellor's Office Total Headcount for Fall 2016.**

In contrast, when looking at faculty we can see an almost direct reversal at both the state and local levels. Furthermore, we can see that the faculty population does not reflect the student population they teach and serve. The statewide faculty population for tenured or tenure track faculty is 60% White Non-Hispanic and about 15% Latinx (Hispanic), about the same is true when looking at part-time faculty with 58% of temporary faculty being White Non-Hispanic and about 14% identifying as Latinx (Figure 2). The same can be said when looking at the faculty composition in the LACCD, for both tenured/tenure track and temporary faculty, the percentage of White Non-Hispanic faculty is around 44% and 39% respectively and 17% for tenured/tenure track and 12% for temporary faculty (Figure 3).

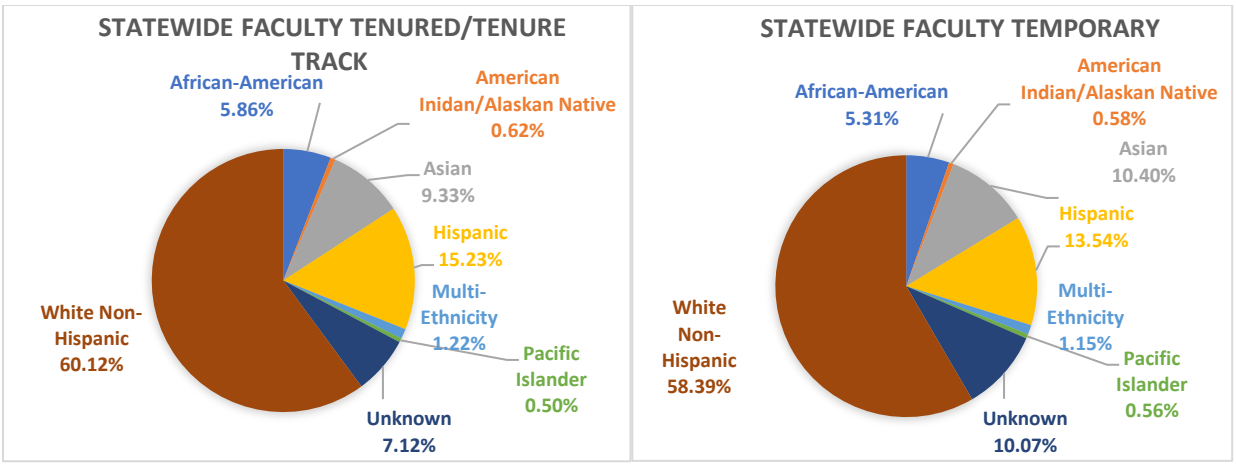


Figure 2. **Charts show the percentage of California community college faculty by race/ethnicity in the state by tenured or tenured track and by temporary status. Adapted from the California Community College Chancellor's Office Total Headcount for Fall 2016.**

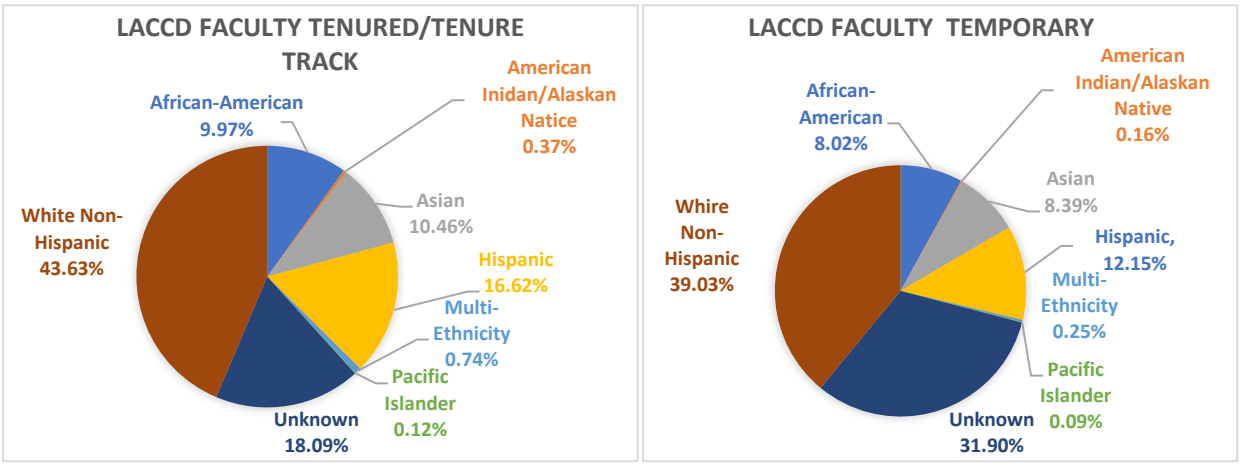


Figure 3. **Chart shows faculty head count in Los Angeles Community College District by race/ethnicity for both tenured and tenured track faculty and temporary faculty. Adapted from the California Community College Chancellor's Office Total Headcount for Fall 2016.**

Unlike many students at residential 4-year institutions, community college student's lives do not revolve around their campus, community college students live and work in the same communities in which they attend college, generally they do not leave their homes for college but rather integrated college in to their already existing lives. For this reason, many students'

presence on campus is often limited to attending class before having to leave to their job(s) or tending to family needs (Deil-Amen, 2011).

The majority of community college students attend part-time, 62.26 % of Fall enrollment in 2016 for California community colleges. The time students are able to spend campus becomes crucial, the classroom becomes the key point of interactions for community college students and their institution (Hagedorn et al., 2000). Professors are the main brokers for these interactions, thus making student-faculty interaction the most meaningful connection between students and their college. How then can classrooms be places of change where we can address the disparities between faculty and student body composition and what this entails? How can both formal and informal interactions between faculty and students combat deficit thinking and how can faculty become agents of change and increase student success?

Significance of the Study

In an effort to understand the unique challenges that community college students face, while affirming the diverse and multidimensional identities of students, this study examines how transformation and inclusion are cultivated in the classroom setting (Cox, 2012; Hagedorn, Maxwell, Rodriguez, Hocevar, & Fillpot, 2000; Deil-Amen, 2015; Mora & Rios-Aguilar, 2018). This study explicitly rejects the treatment of community colleges as second-class institutions by establishing from the onset that student diversity is its greatest strength. With the preceding in mind, this study examines how faculty at community colleges can become agents of change through the meaningful interactions with their respective students in community college classrooms. Though the faculty population does not reflect the ethnic and/or racial diversity of the student population, faculty are still agents of change that can support classroom transformation and cultivate equity and inclusion (Chang, 2005). To understand the interactions

that take place in a sample of California's community college classroom while espousing a perspective that supports diverse student identities and experiences, I utilize a qualitative approach that draws upon various theoretical concepts such as FK and CCW. Moll, Amanti, Neff, and Gonzalez (1992) defined funds of knowledge as "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133). The idea is to recognize the knowledge that students, their families and their communities hold and to highlight the diverse ways of knowing and resources students possess. Faculty, can in fact, utilize funds of knowledge to inform their teaching pedagogy and comprehensively support the learning process of their students. The funds of knowledge concept also draws on Yosso's (2005) concept of CCW, defined as "the accumulated assets and resources in the histories and lived experiences of communities of color," (p.77). To highlight the resources students draw on to navigate their community college experience, I expand upon *validation theory.* Validation theory is defined as "an enabling, confirming supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development in enabling, confirming supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development" (Rendon, 1994, p.44). This theory highlights the power of the interactions that take place in the classroom and confirms the potential and responsibility faculty have to be transformative agents of change. Collectively, these theoretical concepts will support an interrogation of how race and power manifests within community colleges, and subsequently how race and power impact classroom culture.

The study focuses on faculty and how their teaching practices can impact student success. I center the role of faculty in this study as they represent a major point of contact between the institution and the students, I argue that the quality of students' interactions with faculty can

dictate much of students' success. These interactions have the power to inspire, motivate, and reassure; but also, the power to discourage, and to disempower students. This study acknowledges that when faculty make a commitment to better serve their students by introspectively analyzing their own FK and Funds of Identity (FI), faculty are taking an asset-based approach to teaching and realizing their potential to connect with their students in meaningful ways (Esteban-Guitard & Moll, 2014). By using their students own lived experiences and ways of knowing to make learning accessible to the student populations they serve, faculty can make the classrooms sites of transformation for all participants.

Implications

This study has significant implication for policy and practice, as it pertains to supporting community college students and half of the college-going population in the United States. Findings from the study also extend to policy and practice by providing an opportunity to reimagine how institutions utilize resources for the purpose of student success, and what role the classroom might play in this purpose. The faculty in this study shared how the constant introduction of new policy, practices and initiatives became so confusing and entangled that they became disillusioned and uninterested in the "flavor of the month." Institutions well-meaning attempts to stay current in the conversation of student success can sometimes have an adverse effect, these policies and practices can be so far removed from what takes place in the classroom that they become an obstacle for professors to overcome rather than a tool to help students succeed.

This study also has implications for professional development and the way we view teaching and learning at community colleges. It has been made clear by the faculty in this study that teaching in this sector is quite isolating, opportunities to help develop faculty's teaching

practices and assess student learning are few within their departments and campuses. Communities of support centered on teaching, where professors can observe each other's classrooms and receive nonjudgmental feedback on their teaching, where teaching practices can be shared and improved on; this very personal and purposeful form of professional development is missing for most of the faculty that participated in this study. Many of the faculty participants attended profession development workshops at their campuses and at conferences but expressed that they did not develop practical tools or learned how to apply theoretical concepts in their classrooms.

A third implication of this study is that it adds to the discussion on the meaning of student success at community colleges. Retention, persistence, completion, and transfer rates are used as the measure of student success. While these are huge accomplishment in their own right, they are not the only forms of success for community college students and many times not the most important. When we take a step back and look at student through a holistic lens, we can see that the traditional forms of success are not possible without the everyday successes, or those deep life changing forms of success such as finally understanding a math concept after taking the class twice before, or realizing that despite that ever-present imposter syndrome, you DO belong on that college campus, or making it to class despite having worked back to back shifts and not securing childcare. What makes these forms of success transcendental are the faculty who help facilitate them. For example, the professor who takes extra time in class to go over the foundations so that the math concept would finally make sense, the professor who provided validation to your lived experiences and provided perspective on why student voice is important on your campus, or the professor who welcomes students into their classroom with a smile despite being 20 minutes late and adding "I am so happy to see you." It is through these

meaningful interactions that education becomes more than taking and completing classes, where students begin to take ownership of their learning and where learning takes on a purpose.

Chapter Two: Literature Review and Theoretical Frameworks

This chapter will provide the foundational works on which this study is supported. First, I begin with a review of the literature. Then, I present the diverse theories and concepts that guided my theoretical perspective. Last, I present and discuss the theoretical framework developed for this study, a lens for analyzing the data.

Literature Review

Nearly half of the nation's undergraduates begin their college careers at a 2-year college (Cox, 2009; Deil-Amen, 2011). For Latinx students in California, this number is even greater, 80% of Latinx students entering higher education in 2010 did so through the community college system (Moore & Shulock, 2010). Currently Latinx make up 45% of the community college student population in the state and 59% of the Los Angeles Community College District (CCCO, 2016). For these reasons, the importance of community colleges role in educating the nations college students and the large proportion of minority students entering higher education via this sector, it is imperative that research is focused on the experiences of these students to better understand their journeys through this sector of higher education.

In an effort to best understand students' experiences in community college this study builds upon theoretical constructs while considering the implication of research findings. In the past, higher education's view of **student success** has been conceptualized through theories of student **departure, retention** (Tinto, 1975, 1987, 1993) and **involvement** (Austin, 1984), however these models and theories were created with traditional students in mind and do not explicitly consider the needs and experiences of non-traditional students at community colleges. For example, is Tinto's concepts of social and academic integration, and the role each play in student retention (Braxton, Hirschy, & McCledon, 2004; Pascarella & Terenzini, 1983; Stage,

1989), for many community college students the academic and social integration both take place in the classroom as this is the primary point of contact between the institution and the student. A major critique of Tinto's model is the need for student to separate from their home community for integration with their institution to take place, for students who attend community college this separation is impossible as students remain in their homes and communities while attending college. Traditional forms of involvement are also challenged when studying non-traditional community college students, Austin (1984), defined involvement as the "quantity and quality of the physical and psychological energy that students invest in the college experience," for commuter students at community colleges this energy is centered around the classroom (Hagedorn et al., 2000). The ability to be involved beyond the classroom becomes more challenging for 2-year college students, as generally students don't live and/or work on campus as might be the case for their 4-year counter parts. Cooley (2000), found that only 20% of 2-year students participate in campus clubs compared to 50% at 4-year public colleges and 67% at private 4-year colleges. The classroom then becomes the main point of contact between students and their campus and the place where the complexity of their lives become visible and provides incredible opportunity for faculty to become agents of change if they incorporate these complexities into their educational experience.

A second body of the literature that informs the lens for this study is **deficit thinking,** particularly how this shapes our view on teaching and learning, and how these views impact the community college classroom. Richard Valencia in *The Evolution of Deficit Thinking* (1997), demonstrates how the origin of the terms stems from the scholars writing about it in the 1960's as a response to theory asserting that poor people and people of color where the cause of their own social, economic and educational problems. In the same book, the author attempts a

condensed meaning of the term and explained that "Deficit thinking is tantamount to the process of 'blaming the victim.' It is a model of founded imputation, not documentation" (Valencia, 1997, p. *x*). In general, deficit thinking has been used to explain the inequalities of student success for low-income students and students of color, using this rational to blame the students and/or their families alleged deficiencies barring them from achieving school success, placing no blame on the schooling system (Valencia, 1997). Valencia (2010) outlines the six characteristics of deficit thinking in the schooling context: (1) *victim blaming*- when schooling structures blame the individual for the perceived cognitive and motivational deficits of low-income students of color and places no blame on the systemic structures; (2) *Oppression*- results from the disproportionate power between the deficit thinkers and low-income students of color, making it difficult to rectify the problem; (3) *Pseudoscience*- deficit thinkers have deeply rooted biases and views of students of color and these are present in the way they study these populations; (4) *Temporal Changes*- the reasons used to explain students perceived deficits have changed according to the historical period; (5) *Educability*- believe by deficit thinkers that a student's ability to learn or educability lie within the individual's intellect and that systemic conditions have no play no role; (6) *Heterodoxy*- efforts by scholars to challenge deficit views and thinkers.

In the decades following the 1960's other terms and theories have been used to express the type of sentiment as deficit thinking such as "culturally disadvantaged," "cultural depravation," "accumulated environmental deficits" and "at risk" (Valencia, 1997). While deficit thinking models have been more commonly used to describe and explain "student failure" in the K-12 sector, they are also present in higher education. As Smit (2012) writes in relation to view of student in higher education, "students are referred to in terms of what they are not: not traditional, not prepared for higher education, not in a position of privilege or advantage. This

discourse sets up higher education in a position of privilege*"* (p. 370). Race is centered in this discourse, Menchaca (1997) writes of the racist roots of deficit thinking stemming from the United States' history of enslavement and genocide, and having to assert the inferiority — cultural, biological, spiritual, intellectual—of the non-white cultures they exploited as there was always an economic gain by making this separation. Ultimately, deficit thinking views low-income students of color as lacking, as having something needing to be fixed, and in turn it takes on a paternalistic tone that assert that the student cannot help themselves. This point of reference perpetuates schools and educators to communicate a 'we know better' attitude that divorces student from the learning process and further marginalized diverse student experiences. Deficit thinking has an accumulative factor, as Smit (2012) writes of Tema's (1985) views of how deficit thinking affects students once they reach higher education:

> students from disadvantaged backgrounds who get to university see themselves as survivors of an inferior schooling system, as strong, successful individuals who have beaten the system and who, in many cases, carry with them the hopes and dreams of families they leave behind. These students arrive at higher education institutions and are told, in effect, that they stand very little chance of succeeding, that they are lacking in a number of aspects and that they have to 'catch up'. They are marked and separated from the 'mainstream' by virtue of their deficiency, and their 'other-ness' is reinforced. In these ways students are in effect alienated from the very system they have worked hard to be part of (pg. 372-373).

Low-income students of color who survive their deficit K-12 education and enter higher education do so with many negative experiences and fears, they come into educational spaces

carrying a burden placed on them by years of deficit schooling that can affect their views on their performance.

In Rebecca Cox's (2009) book ***The College Fear Factor,*** the author writes of her five-year study of thirty-four community colleges where she interviewed students with the goal of better understanding student college experiences, such as their aspirations and expectations. Cox (2009) found that fear and anxiety was a large part of students views on their education, she explains that "*entering college marked a high-risk and anxiety-provoking transition in [the students] adult lives*" (p.21). Students expressed self-doubt in their abilities, stress and anxiety around test and assignments, fear of exposure of perceived shortcomings, among other paralyzing feeling. For some students experiencing passed failures in their education was proof that they did not belong on a college campus, students also made reference to poor past experiences with teachers as a sign or proof of their inadequacy. For other students, attending the least selective sector of higher education also represented poof of their perceived academic shortcomings, and internalized the erroneous popular narrative that 'community college is not real college'. One fear producing factor for students were their professors, student shared that they feared their professors would catch on to their perceived academic inadequacy, they also felt a hesitation to approach their professors for reasons they could not quite describe but that prevented them for initiating interactions none the less.

Cox also writes of the mismatch in expectations that exist between professors and students. Professors expect students to be "college ready" and meet standards, on the other hands students do not always know what to expect from their professors or from their institutions yet they are willing to face their fears and make attempts at reaching their goals. The author writes that professors are generally "surprised…when they discover their students' weaknesses" (p.10).

This notion that students are not "college ready" can sometimes lead to pedagogical approaches that make matters worse for students and can impact their success. The author explains that some professors might respond by not changing the standards when recognizing that their students cannot meet them, this is a 'sink or swim' approach where the professor recognizes that some students will undoubtfully fail but do nothing to change the odds. Another approach that professors might take, according to the author is lowering the standards, they might assign less work or simplifying the work that they assign. The author further explains that "successful professors are able to maintain the standards while helping students to meet those standards" (p. 12) and that doing so "requires a well-grounded understanding of students' perspectives, expectations and behaviors" (p.13). Professors must then invest in getting to know their students and recognize the fears and negative experiences that they bring into their classrooms and find ways to mitigate the disparities in expectations from both students and professors.

In an attempt to address this *fear factor,* Cox focuses on pedagogical practices that can help ease student fear and validate their presence on their college campuses. Perhaps the most important of these practices is professors unwavering believe that their students are capable of learning and of being successful in college. This meant keeping rigorous standards but helping students reach them by "providing subject matter content and explicit instructions for approaching each assignment, and [convincing] students that they [have] the ability to accomplish work" (p.115). Of course, there is a certain level of rapport and trust that professors must gain in order for this approach to make a difference, this includes professors demonstrating a genuine interest in teaching community college students and not being "*four-year wannabes*" biding their time until a more desirable appointment in the 4-year sector comes their way (Cox, 2009, p.155). Furthermore, how students perceived their professor had a lot to do with how

successful the students were in those professors' classrooms. Specifically, the author writes of the following three dimensions, (1) perceptions that their professors "possessed expert knowledge and the ability to explain it"; (2) professors "authority [in the classroom was] based on interpersonal relations;" and (3) "professors expected rigorous work from students and provided explicit instructions about how to approach each assignment" (p. 117). Thus, rigor is not jeopardized when meeting student needs but rather by maintain high standards, getting to know students' needs in reaching those standards and providing support in reaching them, students receive validation of their abilities, capabilities and sense of belonging in educational spaces ultimately leading to increased success.

Theoretical Framework

In the absence of existing frameworks that would address an asset-based approach to teaching in community college classrooms, the previously mentioned literature along with work that will be discussed in this section, helped to inform my conceptualization of the *Faculty Reflective Process in Adopting Asset-based Pedagogical Practices* (Figure 4). I developed this as a cyclical process and not a linear one, because I believe that there is no end point, no point of perfection, but rather constant development of new pedagogical practices that will help connect to students needs. This following literature will help to understand how the classroom can become a transformative space by taking an asset based-approach to teaching and acknowledging lived experiences from both faculty and students as valuable knowledge with which to make meaningful connections.

Rendon introduced the concept of **academic validation** after a study of 132 first-year students from multiple institution types across the country, of diverse student backgrounds. The author outlined five elements of validation, the first of which is "an enabling, confirming

supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development" (Rendon, 1994, p. 44). The author further describes that when students feel validated they "feel capable of learning; they experience a feeling of self-worth and feel that they, and everything that they bring to the college experience, are accepted and recognized as valuable" (Rendon, 1994, p. 44). Furthermore, she explains that "lacking validation, students feel crippled, silenced, subordinate, and/or mistrusted" (Rendon, 194, p. 44). Because validation can happen both in and out of the classroom setting validating agents can include anyone in a student's community, form out-of-class agents such as significant others, parents, children, friends, college staff, counselors, coaches and tutors, to in-class agents such as faculty, classmates and teaching assistants. It is important to note that the author points to validation being most effective when it occurs early on in a student's college career, making the first year of college crucial in establishing these feeling self-worth and recognitions of their lived experiences. According to Rendon, when validation is present, students experience a fuller academic and interpersonal experience. An important finding by the author is how students perceive involvement, while we tend to see involvement as an action the student takes—the student choosing to interact with the institution—for nontraditional students' involvement is when the institution (in any form) interacts with them, "taking an active role in assisting them" the student (Rendon, 1994, p44). Rendon was seeking to move away from traditional views of students and move towards developing models that understood the complex lives of diverse students. Rendon outlines *In-class Academic Validation* as actions of an academic nature that happen in-class that help students trust in their innate capacity to learn and to acquire confidence in being a college student, and which highlights the role of faculty in fostering validation (1994, p.40). It is important to note that the author found that community college students and black

students attending an urban university express the greatest need this form of validations. Furthermore, the author outlines *out-of-class academic validation* and the role of individual agents in their education, in this context students pointed to parents or classmates as those most important to them. Last, the author writes of *Interpersonal Validation in-class and outside of class,* as those support systems or individuals that help students through tough times such as a professor who takes special interest in a student down on their luck, or group of friends or family. When looking specifically at the classroom the author provides multiple alternatives to traditional invalidating models to foster a validating classroom, such as having faculty and students as partners in learning instead of having faculty as sole source of truth and knowledge, and students working in teams and sharing information instead of having a competitive classroom (Rendon, 1994, p. 48).

In a similar manner authors have written of the importance of interactions between faculty and students that can lead to increased success. Through her study with minority female doctoral students from working-class backgrounds, Roberta Espinoza (2011) writes of the importance of **Pivotal Moments** in students' educational trajectories. Espinoza describes these moments as "[occurring] when college educated adult, such as a teacher, counselor, academic outreach professional, or professor, make a concerted effort to support and mentor disadvantaged students in their informal or official role" (p.4). Espinoza goes on to detail that these moments are "characterized by a deep and trusting relationship with an educator who provides guidance, information, advise, and emotional support," the author further explains that these moments can be quite meaningful and significant in students' educational lives as they students gain navigational knowledge and begin to be acclimated to the skills needed to be successful in academic settings. The author details the components of pivotal moments to include, (1)

establishing a trusting relationship between student and educator; (2) providing advocacy; (3) transmitting academic knowledge and (4) developing positive educational outcomes from the interventions (p. 34). Some of the ways that pivotal moments impact students are by helping students (5) develop help-seeking behaviors; (6) students learn to set educational goals and aspirations; (7) students envision new 'possible self' attainable through educational success and (8) students engender an appetite for extrinsic educational rewards (p. 37). While the author does not write of community college students specifically, she does stresses the importance of these moments for low-income students of color, which make up the vast majority of students attending community colleges, especially in Californian. The author further explains the importance of the timing of these moments —before or early in high school as having a stronger impact — and the effects of having these interventions can have on the success of a students' education trajectory.

In her multi-method, multi-site study of community college students — the majority being low-income first-generation students of color— Regina Deil-Amen (2011), outlines **socio-academic integrative moments** as "opportunities for specific instance of interaction in which components of social and academic integration are simultaneously combined" (p. 72). As a response to Tinto's model separation the social and academic aspects of a student's life, the author highlights the false dichotomy that can result from separating the two since they both exist simultaneously. The author stresses that these "moments" don't have to occur through formal, structure, or frequent interactions, but rather, they can occur through the everyday activities and interactions that combine both academic and social components of a student's lives and these can lead to "support, feelings of college belonging, college identity and college competence" (p. 73). According to the findings of the study, some of the ways in which these

moments took place came from, (1) in-class interactions; (2) formal or spontaneous study groups; (3) social-capital relevant interactions and mentor relationships with *trusted* faculty or other staff; (4) consistent access to communication with "similar" students (usually facilitated by cohort scheduling) and (5) academically-relevant clubs and activities (p. 81). Thus, interactions with faculty or other agents that are seemingly only academic in nature can also function as social integrative opportunities; in these moments faculty have the opportunity to ease fears, validate lived experiences and reassure students abilities and sense of belonging. The author explains that these moments do not have to be in depth or frequent but similar to Rendon's concept of validation and Espinoza's pivotal moments, socio-academic integrative moments have to be genuine in nature, and trust has to be gained before these moments can be truly meaningful.

An overarching theme of the aforementioned research findings is that professors (and institutions) need to invest in understanding their student populations to effectively support them in their learning journeys. In doing so, educators they will gain understanding of the strengths and weaknesses of their students. Every student population is different, community colleges possess a multi-dimensional diversity which represents a plethora of knowledge and way of knowing that provide a multitude of learning opportunities in the classroom. An example of this is Moll, Amanti, Neff, and Gonzalez, (1992) study of Mexican-American households in Tucson that examined **funds of knowledge** (FK) defined as "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133). Funds of knowledge are rooted in the fields of anthropology, education and psychology; furthermore, specifically influential to development of funds of knowledge was Vygotskyan social-historical psychology which highlights "how cultural practices and resources

mediate the development of thinking" (Moll et. al, 2005, p. 4). Funds of knowledge were built on the premise that "people are competent, they have knowledge, and their life experiences give them that knowledge" (Moll et al., 2005, p. ix-x). Thus, funds of knowledge challenges deficit thinking in that it asserts that all students enter institutions of formal learning possessing knowledge and ways of knowing learned through their lived experiences, they are not "blank slates" nor are they "lacking" or need to "fixed."

Funds of knowledge vary by social, historical, political and economic contexts thus, the funds of knowledge that exist within a community will differ by demographic populations, by geographic location, by period in history and they are ever changing as individuals use these to adapt to their current environment and circumstances (Moll et. al, 2005, p. 26-27). Thus, because funds of knowledge are not stagnant, educators must get to know their student populations in order to understand the funds of knowledge their students bring with them in to their classroom. The original funds of knowledge study looked at the funds of knowledge of K-12 students and their families and communities, a sector in which this framework was been traditionally used. In an effort to begin the conversation on how funds of knowledge might apply to higher education Judy Marquez Kiyama and Cecilia Rios-Aguilar's (2018) recent publication *Funds of Knowledge in Higher Education,* provides examples of how scholars are applying and conceptualizing funds of knowledge within this sector. A major critique of funds of knowledge is that the framework does not center race, while issues of race, ethnicity and culture were a default of the original study as its participants were from low-income Mexican-American communities, it did not directly address race within its framework.

Closely related to FK are **Funds of Identity (FI)** (Esteban-Guitart & Moll, 2014). The authors explain that "funds of knowledge become funds of identity when people actively

internalize family and community resources to make meaning and to describe themselves," an example of this can be finding identity with a type skill/labor or characteristics of a region or geographic location (p.33). Furthermore, through Vygotskian psychology, FI centers lived experience, defined as a "result of any transaction between people and the world, emphasizing the subjective significance of the situation and the person" (p.33). Because one situation is not experienced the same by all people, lived experiences are a fluid concept and it is how the individual interprets an experience and in turn uses that to interact with their environment. The authors define identity as a "conceptual artifact that contains, connects and enables reflection over the emotional and cognitive processes of self-understanding and self-defining, in the past as well as in the present and the future" (p.34), and it's used as sort of *"tool-box"* in defining one's self (p.35). Further, these identities or "*self-lived experiences*" are part of a collective narrative. The authors outline 5 major types of FI, (1) geographical; (2) practical; (3) cultural; (4) social and (5) institutional (p. 38). For this study FI are used to understand how faculty view themselves in relation to their teaching and to their student, and as a way for them to first identify their own FK but also that of their students. By taking an introspective look at how faculty view their identity, how their FK help in forming those views and how in turn this help them interact with the world —specifically their students— it is hoped that faculty will begin to do the same for their students and acknowledge and utilize their lived experiences within the classroom, making content relatable and accessible to their students.

Community Cultural Wealth (CCW), introduced by Tara Yosso in 2005, is rooted in Critical Race Theory (CRT), which in turn emerged from Critical Legal Studies (CLS) as a critique of the absence of race and racism in its framework towards social change. Furthermore, CRT also draws from sociology, history, ethnic studies and women's studies (Yosso, 2005). The

author conceptualized CCW as a response to deficit thinking and to Bourdieu's views on cultural capital, as the "accumulation of cultural knowledge, skill and abilities possessed and inherited by privileged groups in society" which "can be acquired two ways, from one's family and/or through formal schooling" (Yosso, 2005, p.76). By contrast, CCW asserts that communities of color also possess wealth which is made evident through these community's rich histories and diverse lived experiences (Yosso, 2005, p.77). Six non-mutually exclusive forms of capital are outlined within the CCW framework, (1) aspirational; (2) Navigational; (3) social; (4) linguistic; (5) familial and (6) resistant. Through this framework this study is able in invoke race in the discussion of the interactions and teaching practice within the community college classroom, it provides a response to deficit thinking and its role in classrooms as it asserts that students are not deficient or deprived but rather bring wealth into their classroom and it also allows us to have a discussion on what is meant by wealth, capital and funds within this study.

It is important to discuss **how funds of knowledge and community cultural wealth relate to each other** in as it pertains to social and cultural capital. To conduct the theoretical analysis, I look to Rios-Aguilar and Kiyama (2018), who provided an examination of the root of these theories and how they interact with each other. In their book, the authors assert that while scholars have tried to broaden the cultural and social capital to include the experiences of marginalized people of color —such as the familial and cultural capitals that Yosso writes about– – these forms of capital don't adhere to Bourdieu's notions of the theory and therefore cannot be considered true forms of capital within this framework. The authors explain that capital is defined by the rules of a particular field which then is placed in relationship to other fields, thus while alternative forms of capital have worth and power within their own field they do not command the same power outside of it. Kiyama and Rios-Aguilar urge scholars to consider the

purpose of naming the knowledge and skills that marginalized students possess as forms of capital and assert that "we cannot only aspire to counter dominant paradigms by speaking the language of the dominant group" and question the power assigned to these terms as sustaining systems of inequality (2018). Thus, the authors propose a complimentary framework that pulls from both, forms of capital and funds of knowledge, where the weaknesses of one is supported by the strengths of the other and that serve as the foundation for a more comprehensive framework. While forms of capital as conceptualized by Bourdieu does not provide in-depth analysis of consciousness, funds of knowledge do so by invoking the strength of peoples lived experiences. In turn funds of knowledge do not allow for a critique on systems of power such as race and racism yet these can be analyzed through forms of capital. Moving towards an equity and social justice-based view of education the study makes use of these varied frameworks to analyze the community college classroom, given its socio-historical context.

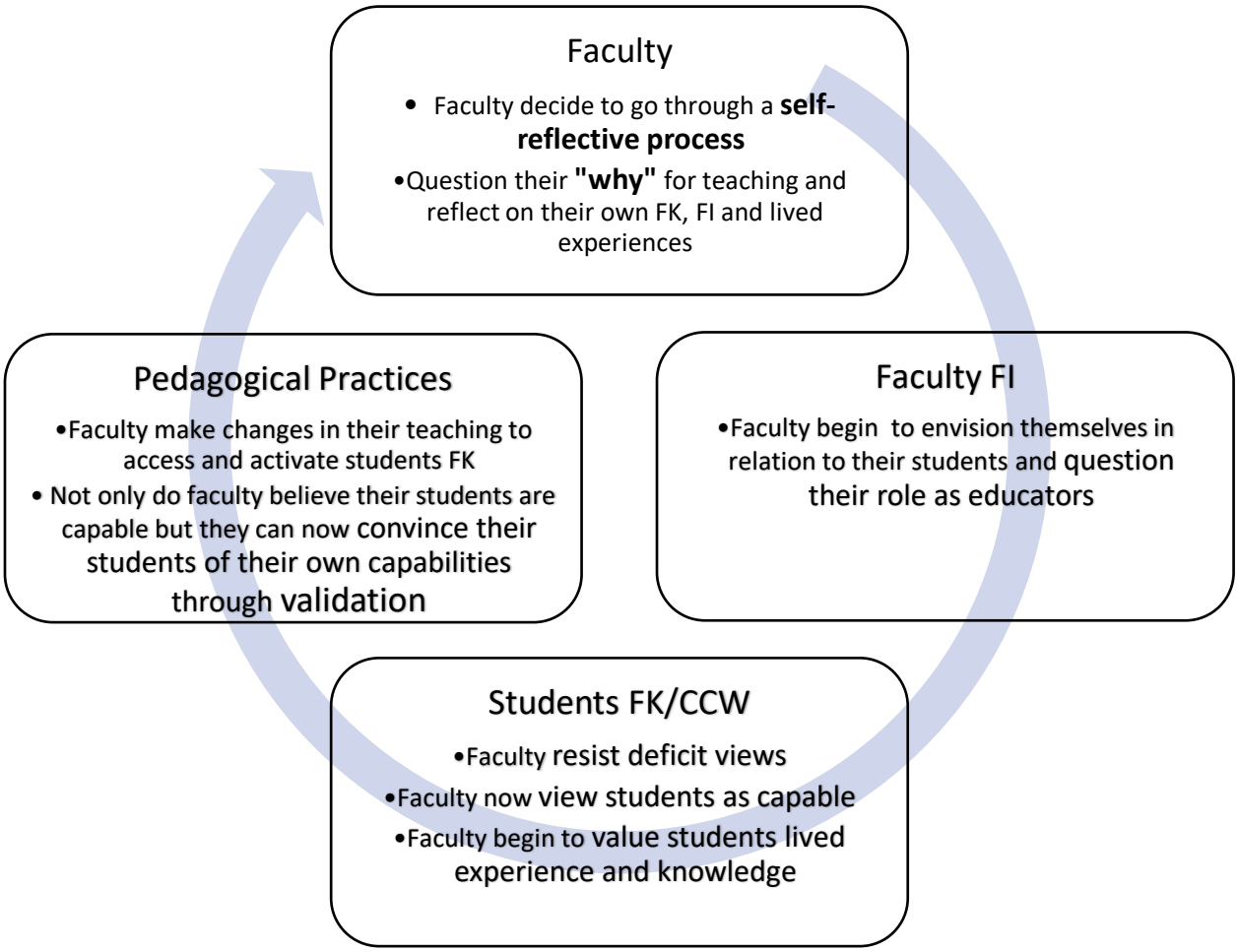


Figure 4. **Faculty Reflective Process in Adopting Asset-Based Pedagogical Practices. Figure shows the theoretical framework being used as a cyclical process where faculty enter a reflective process in adapting asset-based pedagogical practices.**

In developing a theoretical framework with which to best analyze the study data, the constructs previously outlined work as a process (Figure 4) in which community college faculty are central figures in a students' education. The process begins with a faculty members willingness to espouse a self-reflective journey with the goal of improving their teaching practices and providing spaces conducive to student success. Through this journey faculty not only question the reasons "why" they teach, but further why they teach at a community college. As outlined earlier, a faculty's attitude towards teaching within this sector is important for

building and earning students' trust, as students are preceptive of the *four-year wannabees*. Through this introspective process a faculty member is able to recognize their own **funds of knowledge and funds of identity**, and reflect on their own lived experiences, their educational trajectory and positionality, this allows faculty to question their role as educators and the impact they might have on their students' lives, both in and out of academia. As faculty begin to recognize and understand that like them, students live full and complex lives, faculty begin to shorten the gap between the 'all knowing professor' and the student. This further allows the faculty to envision students' lives as extending beyond the college walls and are able to pull away and resist **deficit views** of their students and instead see their strengths. Faculty are then able to recognize students **fears**, anxieties and pitfalls and strategize pedagogical approaches that teaches to the students' strengths, that recognizes their lived experiences and uses students' **funds of knowledge and community cultural wealth** to make content accessible and relevant to their students' lives. Through these practices faculty are able to **validate** students in multiple ways, by assuring students that they do belong, that they are capable, that they are knowledgeable and **that they can and will succeed (**in whatever form the students envision their own success). This is a process that repeats itself as professors keep that reflective process going; as faculty get to know more about their students, they are able to tailor their teaching to meet student needs and strengths and as student population shifts and FK and CCW adapt to change, faculty are able to change and adapt with them. It is important to highlight that trust plays a significant role in this framework. In order for professors to be able to access students' funds of knowledge and CCW they must have gained the students trust. The study highlights ways in which faculty have used pedagogical practices and faculty-student interactions to build trust within the classroom in ways that become meaningful for student learning and success, it also

provides examples of the diverse meaning of student success that go beyond traditional forms, such as completion and retention.

Chapter Three: Methods

This chapter outlines the methods of data collection and how the data was analyzed. First, I begin by providing an overview of the unit by which this case study is bound (the CCFI) and provide details on how the study developed. Then, I present the study participants and details on the study's sample. I also provide data on shifts in participant perception of their students after participating in the CCFI. I continue with a discussion of the methods for data collection, proving details on the body of data and how it was analyzed. Next, I provide my positionality and how it influenced not only this study by my research agenda. I finish by providing limitations of the study.

Context: Community College Faculty Institute (CCFI)

The study was conceptualized with the Community College Faculty Institute (CCFI) that took place during the summer of 2017 at the University of California, Los Angeles campus and was hosted by the Higher Education Research Institute within the Graduate School of Education and Information Studies. The CCFI was a three-day workshop that focused on professional development designed for community college faculty and classroom practices. The workshop centered theoretical perspectives around equity and diversity, which included Funds of Knowledge (FK) and Community Cultural Wealth (CCW). The workshop focused on exploring the demographics of the current student populations attending community colleges and introducing faculty to the theoretical concepts that would be discussed during the workshop. The most impactful part of the workshop was the student panel that was made up of 4 community college students that came to share their life histories and educational trajectories with the faculty in attendance. The panel brought to life what the faculty had been discussing in theory, even

though faculty stated having heard similar stories from their own students, the neutral setting — where grades, reports, and status authority did not play a role— facilitated a true connection between students and faculty and genuine interest in learning from each other took place. These authentic interactions set the tone for the remainder of the activity, references were made to these testimonies over and over again as a shared way to ground theory in the human experience. The workshop also focused on self-reflection, introspection and assessment of the participants teaching practices. Faculty were asked to reflect on the reason behind their decision to become educators and also provided space for them to share any struggles they faced and the realities of teaching on their respective campuses; this validated participant experiences within a larger system. By the end workshop participants had begun to bond, finding in each other the support and understanding that they might not have found on their own campuses. Trust was built, and teaching practices began to be shared with no judgement or expectations of perfection, but rather with a genuine desire to find tools to best serve their students. However, throughout the workshop a dissonance began to manifest as participants found value in the theory being presented but also recognized that there was a section of their peers missing in this discussion as they acknowledge that the same people usually attend these workshops. Different versions of "you're preaching to the choir" began to emerge at this point, it was then that it was made clear that there is no choir; as aware and proactive as any faculty member can be of student needs, there is always room for improvement, for learning, and for transformation. Constant reflection is required, as conditions are constantly changing in student lives, in institutional practices, in social climate and so on. Faculty left the institute with a refreshed perspective on the students they teach, with tools and practices to connect with their students and with a community of

colleagues to help them in their journey towards becoming the version of themselves that they envision.

Participants: Profile and Beginning Perceptions of Students

The professional development activity welcomed 19 attendees, the majority were faculty members form the Los Angeles Community College District, but some traveled from other community college districts in California and one participant traveled from out of state. This was an event open to any community college faculty, advertisement for the event was done by HERI via their website and also via emails sent through its diverse networks. The participants for the study ranged in teaching backgrounds and professional experience, from professors of history and English, to program directors and K-12 liaisons. Participants also ranged in discipline background, varied in years of teaching experience, ranged in tenure status, and came from different community college districts within the state. Prior to the CCFI taking place a questionnaire was sent to faculty registered to attend, the survey was sent through Survey Monkey and the answers were made anonymous by the site. The goal of the questionnaire was to create a self-reported profile of the participants and to access how faculty perceived themselves and their students prior to attending the institute. Table 2 shows a profile of the faculty that participated in the questionnaire and provides examples of the questions asked. The majority of our participants were female (15 out of 19); the majority of the institutions that were represented were local to UCLA; the majority of faculty taught full-time positions (60%); however, the majority of respondents did not hold tenured positions, and the majority of participants were faculty of color with only two participants identifying as white (out of the ten responses for that item). When asked what they perceived were the strengths and weaknesses of their students, some of the answers that faculty provides pointed to students' resilience, resourcefulness and

persistence —"they show up" —as their strengths, and pointed to lack of preparedness, family and work obligations, and culture not promoting education as their weaknesses. A second questionnaire was sent out after the CCFI concluded, this questionnaire was aimed at assessing what the faculty had gained from attending the institute — what resonated, what they found problematic, and how they foresaw implementing these frameworks— but also to gauge how or *if* the perceptions of their students had changed. Table 3 shows a sample of the responses to this questionnaire; when asked what their takeaways from the institute were, the majority of faculty found importance in getting to know their students and connecting to their students, but also that connecting with faculty was important. When asked what they thought their challenges would be in implementing a FK and CCW perspective into their teaching practices, answers ranged from denying that their student population would benefit from this perspective, to recognizing purposeful teaching requires much time and energy and saw self-care as a necessity. One of the most interesting set of questionnaire responses came when asking about faculty's perceived views of students' strengths and weakness. While there was some repetition of answers to the first questionnaire – such as perceiving students home and work responsibilities as a weakness– there were also responses that acknowledged student fears, while this was generally seen as a weakness it was interesting to see that fear was now a factor recognized and visible to the faculty, fear of new spaces and fear of putting their ideas in writing. It was also interesting to see that most faculty responses focused on student weakness, only one response directly addressing any perceived strengths.

Table 2. Faculty Profile and First Questionnaire Sample[2] of Responses

Gender	Male 4	
	Female 15	
Participating Institutions	West Los Angeles College	Fullerton College
	Santa Monica College	UCLA
	Pasadena City College	Church of Christ of Latter Day Saints
	Glendale Community College	Cosumnes River College
	Cypress College	Los Angeles Mission College
Is teaching your primary occupation?	Yes 90%	
	No- 10%	
Part-time or full-time position?	Full-time – 60%	
	Part-time- 40%	
Departments faculty are teaching in	English	Language Arts Department --Spanish Language and Literatures
	Church Educational System	
	Social Sciences	History
	Business and Family Science	Communications Studies
	CSIT and CSIS	Non-credit
What is the average class size of the courses you teach?	20-25 10%	35 20%
	25 30%	40+ 10%
	25-35 10%	60 in person, 80 online 10%
	30-40 10%	
Are you tenured faculty?	Yes- 40%	
	No- 60%	
What race/ethnicity do you identify with?	African-American 10%	White Non-Hispanic 20%
	American Indian/Alaskan Native 10%	**Other (open response): 20%**
	Asian 10%	American Indian/African-American

[2] These tables represent a condensed version of the responses received.

	Latinx/Hispanic 30% Two or More races/ethnicities 0	Mexican
In general, what do you perceive are some strengths/weaknesses of the students you teach?	- Strengths: resilient capable resourceful gritty Weaknesses: Outside obligations (work and family)	- Some students are becoming good self-learners, so are resistant and reject collaborative techniques and want me to lecture and give quizzes like they are used to.
	- Lots of at-home challenges, Culture doesn't promote education, Literacy	- strength: creativity; weakness: preparedness, lack of focus/disinterest, immaturity
	- Strengths- they show up Weaknesses- they don't know how to get organized, how to balance their lives	- Strengths: drive, determination, focus (older students) Weaknesses: lack of focus, preparation, motivation

Table 3. **Second Questionnaire Sample of Responses**

What are some takeaways from the institute that resonated with you?	- Commonalities amongst many community college faculty - I really appreciated the theme/emphasis on the importance of being able to connect with your students as a quality that is crucial for effective teaching. This was really evident from the student panel, which was wonderful! -The importance of getting to know and understanding our student population and creating a community.
What are some challenges you foresee in implementing the tools you learned in the institute? If any.	- the populations which I serve were not the ones targeted by the presenters; presented a process which presumed a uniform ethno-racial identity among educators, but not among student populations, while presenting a possible process for success based on certain marginalized populations, and not others (which I brought up in discourse, but was blithely isolated)

	-In my role I work with many faculty in the sciences, and the challenge I find is providing enough relevant examples of inclusive teaching. Otherwise there can be a perception that these frameworks - like "funds of knowledge"- really apply more to humanities.
In general, what do you perceive are some strengths/weaknesses of the students you teach?	-college readiness, time management, money management, willingness to become educated at all costs, their self-actualization versus self-success (they'd rather feel good, than do good) -Strengths: Resourceful Gritty Bilingual Hardworking Weaknesses: Afraid of new space, Outside distractions (family and work)
	- Diversity and diversity, because some underprivileged students get it but those overprivileged don't and they are very argumentative and challenging to us from a minority status. - In my English courses, I notice that students are strong in current events and articulating their ideas during discussions; however, many of them are weak writers who appear fearful of expressing their ideas openly in writing. I find it interesting that they can vocalize much but that they hide in their writing. I will be more encouraging by having them start by writing their "speak." From their we can explore genre and vernacular.
Have the reason(s) for WHY you teach changed since you began teaching? If so, how has this changed and when did you see these changes happen?	-Definitely! Before I taught because I liked English and I wanted to share that love with people. After participating in a few 3CSN communities of practice like California Acceleration Project, the Faculty Teaching and Learning Academy, and Reading Apprenticeship, I began to shift. I stopped looking at how prepared students were for my class and started to see how prepared I was for my students. I stopped teaching how I was taught and instead began to teach how I know I learn best--interactively.
	- My "why" started to change when I realized that I couldn't teach without addressing my students' lived experiences. It started when students would cry after my criticism of their writing. It started when I realized that I had to be human first to reach students. It started when I allowed my vulnerability to show in the classroom. It started when I began trusting my students. It started when I realized that my students were individuals, not me. It took two quarters of teaching to realize that I needed to change.

	- No, I've pretty much always had the same motivation and mission. The how is what has changed by being influenced by Critical Pedagogy.
9. What can the Institute (community) do to support you through your journey in implementing the tools you learned during the institute? What can your campus do that would help support you in your teaching?	- 1. I am unsure right now. 2. Accept my processes and formats, and not devaluate me through an evaluation process that looks solely at the numbers of students, and nothing else. - I like the Facebook page. I'm sure I'll visit often to ask questions or check out what others are doing. I get my best ideas from other people :) - I like the idea of having more connections and better networking to be able to support our students with information about services available to them. Also have better IT and internet support, having working equipment and classrooms. Eliminating intolerant policies and working towards helping students who are struggling rather than penalizing them. - The Institute is already doing a great deal. The sharing that took place the three days is significant. I am very appreciative of Juana's survey and syllabus as starting points. I can't say thank you enough for that. The introduction to FK and CCW by Juana, Luis, and Cecilia is also an excellent tool. Sharing through Facebook our experiences implementing the tools already given and improvements made will be helpful. The campus can help by allowing cohorts across disciplines. For example, my English classes can be paired with a history, sociology, chemistry, or math course. Two professors can work in collaboration. This could also include working with counseling so that students have a team supporting them.

Data Collection and Study Position

This study is situated amongst a larger study conducted by a Higher Education Research Institute (HERI) research team and focused on community college faculty. For the larger HERI study data was collected at multiple points, these included (1) three, one-on-one interviews with faculty participants of the CCFI; (2) a brief pre- and post-institute questionnaire; (3) observations during the institute; (4) in class observations post-institute; (5) student interviews and (6) faculty study groups (meet-ups/check-ins centered around a topic, a reading, or current event).

Advertisement and recruitment for the CCFI 3-day workshop was done by HERI, and recruitment for the ongoing study participants was done by me at the conclusion of the institute. I conducted the first set of faculty interviews (all but 2) during the weeks following the institute, faculty were given the choice to meet either in person or via phone/skype/facetime. During this first interview I recruited participants for in-class observations, for a second faculty interview, as well an invitation to participate in faculty study groups. We (the study team for the HERI study) met with the faculty once a semester for the duration of the study. I performed a large majority of the in-class observations and these served as an introductory point for student interview recruitment and a possible focus group to follow, when entering the classroom space, I asked faculty to allow me to introduce myself and to talk for a few minutes about the study and its importance. I made use of this time to validate student experiences, such as acknowledging their full schedule and multiple responsibilities and provided the option of meeting with them on their own terms, whether in person, by phone or video chat. It is important to note that while the larger HERI study was a team effort, I was the primary contact person between the faculty and the study, the majority of interactions, whether in person or by email, phone call or video chat, were between myself and the individual faculty. This afforded me a deep level of connection, trust and rapport with the faculty participants, allowing for a number of long and rich conversation during our interviews and meetings.

This study will use only a portion of the data collected by HERI, which include data from the (1) two questionnaires, (2) data from the three-faculty interviews (one post institute and one at the end of the fall semester, and the last in the spring semester/summer focusing on faculty's FI) (3) data from the in-class observations, (4) student interviews and (5) one study group meeting. The HERI project is an ongoing longitudinal study which continues to work with

faculty and continues to collect data, while the study is limited to data collected from the summer 2017 to summer of 2018. Table 4, illustrates the total data gathered to date by the larger HERI study, of the 19 CCFI participants, 15 agreed to the first interview, 9 to the second and 10 to the third. Of those same 19 CCFI participants, 11 faculty members allowed us to enter their classrooms for a first set of classroom observations and 7 of those agreed to a second set of observations. From the classrooms that I entered for observations I was able to recruit 10 students to take part in one-on-one interviews. Table 5 shows the data gather for each of the 19 faculty that attended the original CCFI.

Table 4. **Total Data Gathered**

Data Type	Number of Participants
Pre-Survey	17
Post-Survey	5
Interview 1	15
Interview 2	9
Interview 3	10
Observation 1	11
Observation 2	7
Study Group 1	5
Study Group 2	4
Study Group 3	3
Google Hangout	3
Student Interviews	10

Table 5. **Data Points Per Faculty**

Faculty	Interv. 1	Interv. 2	Interv. 3	Observ. 1	Observ. 2	No. of Student Interviews	Study Group 1	Study Group 2	Study Group 3
1. Eva Cruz	✓	✓	✓	✓	✓	5	✓		✓
2. Lucas Smith	✓	✓	✓	✓	✓	2			
3. Erick	✓	✓	✓	✓	✓	3			
4. Jacinta (Cinta)	✓	✓	✓	✓	✓		✓		✓
5.Gustavo	✓	✓	✓	✓	✓		✓		
6. Mia	✓	✓	✓	✓				✓	
7. Sophia	✓	✓	✓	✓					✓
8. Oliva Davis	✓		✓					✓	
9. Isabella	✓	✓	✓	✓	✓				✓
10. Abigail	✓	✓	✓	✓	✓				
11. Carmen	✓			✓					
12. Rebeca	✓							✓	
13. Paola	✓			✓			✓	✓	
14. Aron								✓	
15. Sara	✓	Not participating							
16. Camila	✓	Not eligible							
17. Rosa	Not eligible								

18. Julia	Not participating								
19. Adriana	Not participating								
Total	**15**	**9**	**10**	**11**	**7**	**10**	**4**	**5**	**3**

Methods

This is a heuristic case study bound by one professional development workshop, the CCFI. As Merriam (2009) describes "a case study is an in-depth description and analysis of a bounded system…a bounded system [is] a single entity, a unit around which there are boundaries" (pg.40). Therefore, the unit of analysis in this case would be the participation in the professional development activity, the CCFI. Since this study has no hypothesis to be tested, but rather is centered on insight and interpretation this study is best suited as a case study (Merriam, 2009). Cresswell (2014) goes a step further by defining a case study as also having "detailed information using a variety of data collection procedures over a sustained period of time (pg. 14). This study uses data from interviews with faculty and students, classroom observations survey entries and study group observations will provide the varied points of data collection. While some of the benefits of a case study might be that it provides in depth context-based data, these too might be seen as its limitations because study data might be too time consuming to gather and studies might not be generalizable.

Data Analysis

This study employs a qualitative research approach using narrative analysis as the lens of inquiry. Narrative analysis is described by Merriam (2009) as stories or "narratives" being the primary source of data, they are "first person's accounts of experiences constituting the narrative "text" … the text is analyzed for the meaning it has for its author" (pg. 32). Interviews for this study were conducted after participation in the professional development program analyzing

faculty's perceptions of their students. The use of a qualitative approach will allow for better understanding of the lived experiences of both faculty and students and the interactions that take place within the community college classroom. This study will best capture the complexity of student and faculty lives by examining the use of words that individual use to explain the meaning they give to a specific situation. The use of interviews will allow for greater understanding of how faculty view themselves and their students and how these views may influence teaching practices and interactions.

Data was analyzed and coded by hand by this researcher. The emerging codes were further refined and amended as the research process developed, considering that new developments influenced the study and new topics that needed to be address. Schwandt (2007) outlines two ways in which coding can be conducted, first is an a priori process by which codes emerge form studying the topic and second a posteriori or grounded process by which codes emerge from the data collected, both of these processes were used in this study. The literature provides some codes from which I began to analyze the data (a priori), such as instances of validation, FK and forms of CCW, and student instances of deficit thinking. These preliminary codes were kept in mind while conducting the interviews and included in the field notes. Other codes emerged from the transcription of the data (a posteriori), such as repeating themes, ideas, feeling and experiences relating to participant's educational trajectories and perceptions of their surroundings. A final set of codes was determined once all interviews are transcribed and analyzed. For example, the following is an excerpt from one faculty interview, here we can see a new theme emerge —*cariño*— and speaks to the genuine care that faculty express for their students and how this is important in the trust building process but also as a fundamental for adapting teaching practices. While I had expected deficit thinking to be a code, I did not expect

for its opposite to be such a prominent recurring theme. In this example the professor was asked to describe her teaching style:

> I also love using my sense of humor…I never try to use it at the expense of the student, 'cause I know how that can hurt students in different ways. So, I usually try to use my sense of humor as an example of something that I'm trying to teach them.

I coded this as an example of cariño because it highlights the importance of being attuned to students, to knowing what will turn them off, what will keep them interested and tactful with the words used and the teaching practices implemented, and overall sensitivity to students feeling and perceptions. Another way that cariño showed up in the interviews was through what faculty were open to discussing with students, for many of the faculty one-on-one interactions with students represented a mix of students asking clarifying questions on lecture topics to very real conversations about students' lives. Here the faculty were asked to describe the types of questions students ask when interacting with them (in any setting, in-class or in office hours).

> So, I would say one in four students, at least from my experience, feel comfortable enough to tell me about this and for them to talk about [personal issues] ...and then after the elections, I had probably three or four students who came to my office to cry about it, and to be angry about it, and to wonder what's going to happen to them. I had two students who identified as undocumented, or as DREAMers, and they were …they're just like super concerned about themselves, about their families. So, the majority of it is classroom talk, but then there's also personal talk, or personal life talk, and then seeking support or wanting support, on whatever it is that they're going through in their personal lives.

The excerpt exemplifies how *cariño* needs to be present for faculty to be open to talking about difficult topics, how validation is important in feeling supported by faculty and how trust needs to be earned in order for these interactions to happen. In this instance, the easier route would have been for the faculty member to point students to campus services (such as counseling or psychological services) but taking the time to listen to what students are dealing with and to support them through the process is an added form of labor that faculty perform, this takes time, energy, tactfulness and *cariño*.

To ensure validity, the use of multiple strategies was applied. First, data was collected from multiple sources and analyzing for points of convergence, this will also facilitate the ability to provide "rich, thick description" of findings and help in assuring reliability (Cresswell, 2014, pg. 202). Second, as part of a scheduled study group with faculty, a member check session took place in the Spring of 2019, where preliminary findings were presented for study participants to review. Third, because of this researcher's positionality it is important that my own biases are acknowledged, and that reflexivity be part of the data collection and analysis process. Last, I made use of the resources available to me by meeting with my advisor regularly regarding this study and by utilizing peer debriefing from collogues familiar with qualitative work. Reliability for this study will be assured through multiple reviews of the data collected, this includes listening to interviews and checking transcripts for accuracy. It also includes, detailed definitions of the codes being used and a constant revision that these definitions continue to represent the data collected.

Positionality

When I think of how my lived experiences relate to the work in this study, I think of my graduate school departmental orientation at UCLA. One of the faculty members attending the

orientation mentioned “mesearch” and how ultimately this was the type of work that was most fulfilling during their career. They described “mesearch” as researching educational problems that in some way either explained or helped them learn something about their own educational experience. I remember that hearing this term for the first time made me feel excited about the years ahead. I had just finished my undergraduate work in Chicano/a studies and had been exposed the Chicano/a educational pipeline and the leaks that existed within it. I connected that research to my own experiences and of those around me. I am the oldest of four siblings, however my life experiences had been very different from that of my brothers and sister. For one, I was the only one born outside of the United States, coming to the U.S. from Mexico at age seven. I had also grown up undocumented, which made it impossible for me to attend college straight out of high school despite having done academically well during my K-12 career. I was married young, while still in high school, and had become widowed by the age 21, left to raise a newborn all alone. Yet, by the time of the orientation I had managed to pick myself up after the sudden loss of my husband, attended community college, transferred to a state college, been accepted to graduate school and was raising a wonderful daughter. My siblings on the other hand, had not experienced repatriation, never lived first hand through the uncertainty of being undocumented and had the opportunity to attend college after high school without the same financial and logistical worries that I had experienced. However, I was the only one in our family that successfully completed a high school with a diploma. My sister was pushed out of formal schooling in middle school, my brother Ruben was pushed out during his first year of high school and my brother Roger earned a high school diploma but with much difficulty. How could I make sense of this? I knew that there were theories about birth order and generational success, but also knew there had to be more. As time went on I watched my brother Roger struggle

through community college, making several unsuccessful attempts, stopping out, transferring to different campuses, never with a successful result. My sister made one attempt to visit a community college and got information on how to enroll, but even with me by her side explaining the process, the fear of re-entering school with middle school skills was too much for her. Ruben once asked me about taking aeronautic mechanic classes at community college and shared hopes of working for an airline, but he too felt the same fear that my sister did, not feeling like he could be successful as a college student. Similar stories echoed through my cousins and friends. This would be my "mesearch."

I had no idea I had come to UCLA to study community colleges when I was accepted to the graduate program, all I knew was that something wasn't right, that I could not be the only one in my family and in my extended social circle to survive/thrive through the educational pipeline and that I needed to know more. It was not until my first quarter of coursework that I understood what my purpose was, I learned that community college scholars existed, that community colleges were the entry point to higher education for the majority of Latinx students, that many Latinx students that entered this sector had a difficult time completing, and that this sector of higher education was understudied. As a former community college student, I had an idea of how difficult it was to navigate the system and could pull from my experiences with both excellent instructors and those that did more harm than good. Being a parenting student from a non-traditional background, I have had many obstacles to overcome during my educational trajectory, but I've also had many folks help me along the way, many of whom have been faculty. Having an insider recognize my potential, even when I could not see it myself, has been an unmeasurable force in my own development as a student and as a human being. Through this study I now recognize that success is more than a GPA or a diploma on a wall, I recognize the

power love, the power of community, the power of diversity in its many forms, the power of learning and the love for teaching. Many of the negative experiences in our K-12 journeys carry on to higher education, how can we right those wrongs for people like my brothers and sister who have the same right to fulfill their educational goals as anyone else.

Limitations

This study was largely exploratory, there was not much existing literature that focus on the community college classroom and even less that took a qualitative approach, for this reason this study found a number of limitations as I guided my way into this territory. While the participants of the study teach in multiple campuses, come from diverse teaching backgrounds and possess a range of teaching experience, the sample is still limited by its size. The study was able to retain most of its participants, yet there was still a certain degree of attrition and not all data points exist for all participants. For this reason, one of the study's limitations is its generalizability. However, because the study also asserts that FK vary by their socio-historical context, and that faculty must get to know their student populations specific needs and contributions, this study is not a set of hard and fast rules or "how to" guide, it is merely an example of what goes on within the community college classroom; it is a glimpse of the potential that exists there within and is up to each faculty member to decide how they tap into this potential.

A second limitation for this study was the inability to work in depth with just one campus. When organizing for the CCFI, the degree of interest from faculty was unclear and so wide call was set with no exclusion implemented and the target was community college faculty. This meant that participants came from a number of institutions. This proved to be challenging as it was difficult to manage the varied campus contexts, there was no clear common ground on

policies and practices among all campuses or faculty experiences in interacting with bureaucracies. For example, where one campus addressed online teaching in one way, another campus took a completely different approach, making it difficult for faculty to provide feedback to each other on best practices as they did not experience the same occurrence in the same way. However, the range in experiences was also beneficial as it brought to light the importance of acknowledging that no campus is the same and that no teaching experience is the same. This variation in policies and practices by each campus also made it difficult to find one way of addressing professional development and finding ways to compensate faculty for the work put forth in developing their teaching practices. It would have been optimal for the work to be done with a single campus as it would have allowed for a deeper understanding of campus culture and it would have allowed faculty the option of creating a community (or communities) of support among each other that would have had a common ground in what they experienced during the CCFI. They only time that faculty participants were able to continue the interactions they begun during the CCFI, was during the study group meeting.

Last, this study is also limited by its sample as it does not reflect the race/ethnicity composition of state and national trends, the majority of the faculty in this study were faculty of color. Due to the self-selection into participation in the CCFI I could not control for race, furthermore, the vast majority of faculty in the study were open to exploring an asset-based way of teaching, this is also not the norm for faculty. It would have been valuable to understand how someone not open these practices would have contributed to the study. However, working with faculty that were open to developing their teaching practices to adopt FK and CCW allowed me to obtain a deeper view of the faculty themselves, their own FK, FI and CCW and allowed me to

build on these theories to develop *Funds of Teaching Identity (FTI), (*which I will discuss further in chapter 5) and to better understand the complex context in which faculty work in.

Chapter 4: Context of Teaching in California's Community Colleges

The context of teaching in California's community colleges is complex and multifaceted. I begin this chapter by positioning the institutions represented in this study among the large California community college context. Then I discuss what working in this context represent for faculty's agency and power within their own context or degree of marginality. I continue by analyzing what this means for individual faculty at one of the participating campuses. I finish by engaging on what agency and power, or lack thereof represents in terms of policy and practice.

Positioning the Study within the California Context

In California, community college faculty work within "the largest system of higher education in the nation, with 2.1 million students attending 115 colleges" in 72 districts (CCCO, 2019). This represents a complex system of institutions each functioning with multiple missions and with their on sets of needs; as institutions attempt to serve a large range of diversity in student populations while adhering to individual institutional missions and goals, implementing new policy can become challenging. While no two colleges are alike, they are required to function under the same set of legislations. This however becomes problematic when there is little consideration given to diverse institutional needs and assets and to the practical everyday implications these legislations and policies will have on its faculty and students. These complexities and disparities between written policy and on-the-ground implications ultimately playout in the classroom.

The colleges in this study represent six of the 72 districts in California; Los Rios CCD, Los Angeles CCD, Pasadena Area CCD, Santa Monica CCD, North Orange County CCD and Glendale CCD. Of the nine participating institutions majority (six) are within Los Angeles

County, with one (Cosumnes River College) located near Sacramento and two (Cypress College and Fullerton College) located in Orange County (Figure 5).

Figure 5. **Location of Participating Colleges. This figure provides a visual overview of the location of the participating colleges in the state of California by district.**

The participating colleges varied in multiple characteristics and share a number of others. Table 6 highlights some of these characteristics as reported in the 2018 Student Score Card for each college by the California Community College Chancellor's Office. Colleges varied by number of students enrolled, some being as large as over 45,000 students and others as small as 16,000 students. For all but one institution (Glendale College), Latinx students made up the largest percentage of their population, for some institutions this represented well over 50% of their population, 79% for L.A. Mission College and 66% for L.A. Trade Tech. Age groups also varied for these colleges, with some enrolling students under 20 as their largest student group by

age, and others like West L.A. College who enroll a larger portion of older student, between the ages of 25 and 39. The majority of the colleges are compromise primarily by part-time students, with a large portion of these campuses having a large percentage of first-generation students, for some like LA. Trade Tech this represented as much as 76% of their student body. When looking at counselor rations between campuses, it was interesting to see how widely they ranged, for some this was a lower ration like for Santa Monica College at 296:1, and for other like L.A. Mission College this was as high as 6,567:1. Furthermore, when looking at what some might interpret as success rate for completion, we can see that colleges also vary in that respect. The overall percentage of completion — measured by the score card as the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes— varies from a low of 37% to a high of 55%. While these percentages would already be considered low in terms of success, it would be interesting to see what these rates would reveal if the time measured was shortened to two or three years, like students are lead to believe will be their time to completion.

Table 6. **2018 Student Score Card: Participating Colleges**

College	No. of Students	Ethnicity/Race (3 largest groups)	Age (3 largest groups)	FTE Students	% of First-Gen	Counseling Ratio	Degree, Certificate or Transfer after 6 years (overall)
West Los Angeles College	17,704	Hispanic 42.8% Af. Am. 26.2% white 14.6%	25-39 33.7% 20-24 32.0% <20 22.1	8, 288.4	45.9%	2,095:1	37.9%
LA Mission College	16,254	Hispanic 79.4% white 10.3% Asian 2.9%	<20 31.4% 20-24 30.6% 25-39 25.7%	7,233.8	64.6%	6,567:1	37.9%
Santa Monica College	45,072	Hispanic 35.5% white 32.2% Asian 13.6%	20-24 35.6% <20 28.5% 25-39 21.9%	22,023.8	37.4%	296:1	47.8%
Cosumnes River College	19,524	Hispanic 25.9% Asian 24.1% white 23.4%	20-24 35.5% <20 27.2% 25-39 26.8%	9,793.0	45.5%	543:1	41.5%
Pasadena City College	42,968	Hispanic 47.1% Asian 24.0% white 14.9%	20-24 34.9% <20 28.5% 25-39 25.5%	24,016.6	44.2%	494:1	55.9%
Fullerton College	33,384	Hispanic 53.0% white 20.3% Asian 13.4%	20-24 41.1% <20 33.1% 25-39 20.9%	19,901.5	40.2%	496:1	53.4%
Cypress College	21,115	Hispanic 46.1% Asian 18.4% white 17.8%	20-24 41.4% <20 27.2% 25-39 25.1%	12,067.6	40.5%	391:1	50.5%
Los Angeles Trade-Technical College	24,943	Hispanic 66.6% Af. Am. 17.4% white 5.1%	25-39 34.1% 20-24 27.3% <20 22.0%	12,741.1	76.1%	1,232:1	38.6%
Glendale College	27,658	white 50.0% Hispanic 29.3% Asian 7.1%	25-39 28.2% 20-24 26.3% <20 23.7%	15,540.6	No data	2,736:1	51.4%

The wide variation in institutional characteristics and context makes it nearly impossible for any type of uniformity in how policy or legislation should be implemented on all campuses or how it will impact its faculty and students. Care must be taken to understand the colleges strongest assets —its faculty and students— and how central the classroom is to the success of the departments, the institutions, the districts and the college system as a whole. By creating policies that take a top down approach instead of an on the ground, human centered approach, we

will continue to remain in this revolving door of initiatives that serve only to confuse and wear out its faculty, taking time away from the classroom and from their students.

Degrees of Marginality: Visibility and Agency of Community College Faculty

Faculty working at community colleges do so at diverse degrees of marginality. This means that their visibility and agency —for themselves and their students— is impacted by their institutional positionality, in turn affecting their degree of isolation. It is important to note that race can also be a factor on the centrality of faculty, of the positions they hold and the agency they possess, something I will discuss further later on in this chapter. For some faculty — those who work as tenured professors, who have a long teaching history with the campus, who participate in multiple roles in addition to teaching—such as department chairs or committee members and who have significant input in the department and/or campus decision making process— function with a greater degree of agency, mobility and visibility within their campus. This group of faculty are often times better able to advocate for themselves and their students and have a greater say in curriculum and department policy. However, for other faculty — those who might be teaching part-time, teaching at multiple campuses or teach off-campus, who may teach non-credit classes and have a shorter teaching history with their campus — their agency and visibility is limited. Two professors teaching on the same campus can experience very different realities. This section of the campus workforce has little visibility and are not included in the decision-making process with the same importance as their counterparts and see little chance for career advancement as they are not a permanent addition to their departments or campus. These are two extremes of a spectrum, with each faculty's specific conditions dictating where they would fall in the spectrum and how they function within their department, campus, and district. I constructed Table 7 to illustrate the varying degrees of marginality of community

college faculty and to highlight how the context that each faculty works under can be very different even if working on the same campus. The categories in this table range in criteria, however, because every campus and department have their own characteristics, needs and assets and climate, this table only represents what was observed in this study, with this set of faculty members, at their respective locations under the current legislations, this it is not meant to represent all community faculty across California.

Table 7. **Degree of Marginality**

Degree of Marginality	Description/Criteria
Central Member	- Tenured Professor - Has been teaching for 10+ years at the same institution - Currently is or recently has been department chair - Is at the center of departmental/institutional decision-making process (however, opinions and input may or may not be valued)
Mobile Member	- Tenure track or full-time (may be recently tenured or have been teaching at their current campus on a full-time capacity for not very long) - Involved in departmental/institutional decision-making process (with varying degrees of acknowledgement) - Has say in the curriculum used for their classes
Visible Member	- Might have little to no teaching backgrounds (possibly making a switch from non-academic work) - Has been teaching for 4-years or less - Has some say in department decision making process - May be involved on campus in non-teaching capacity
Marginal	- Might have little to no teaching background (possibly making a switch from non-academic work) - Is not included in departmental decision-making process - Has little to no say in curriculum - May have less than 2 years teaching experience - Works on a part-time basis
Margins of the Margins	- Criteria for Marginal + - Works on a part-time basis at 1 or more community colleges - Might primarily teaches off campus - Teaches non-credit courses - Finds little opportunity to move up in rank (little to no opportunity for career advancement)

It is important to note that even within Central Members —faculty who might enjoy the highest degree of visibility, agency and mobility— limitations do exist within these positions and they too face obstacles to implementing and developing an asset-based approach to teaching. During this study, the three most senior faculty — teaching twenty or more years, 2 of which held the chair positions in their departments during the study— all faced obstacles that in some capacity challenged their centrality in their departments, this invited some introspective and reflective work from the faculty. Eva Cruz, despite having help build her department at its inception, teaching for nearly 20 years and being a very vocal, visible and active member on her campus, found herself being pushed-out of the decision-making process and challenged by her peers on the meaning of quality teaching. Her frustration with the hostile working conditions lead her to actively pursued alternative employment and is currently deciding her career options. Gustavo, often talked about the limitations he had in the classroom especially when attempting to provide students with academic advice and with making systemic change, during the study he was actively pursuing diverse administrate positions within the community college system, he ultimately found a position outside of California that allowed him to be part of the administrative realm. Similarly, Erick, who teaches in the sciences, had a difficult time at department meetings when discussing race and the role it plays in students' academic lives, his attempt at taking a systemic look at barriers to success lead to push-back from members of his department and to frustration as to how to advocate for his students effectively. It is important to note that Erick and Eva, two of the most senior faculty, the two members of this study with the most agency and visibility are white faculty. And despite these two faculty members being quite aware of the privilege that their race and backgrounds afford them, they too felt shut down and not heard by their departments, their college and their peers when it came to implementing an asset-based way

of teaching and interacting with their students. Thus, while some faculty enjoy increased agency and visibility, all faculty experiences challenges when attempting to implement an asset-based way of teaching despite their level of marginality. Table 8 illustrates faculty profiles and where I feel they would fall within the Degrees of Marginality scale.

Table 8. **Faculty Profiles and Degree of Margin**

Faculty	Race/ Ethnicity	Subjects Taught	Teaching Rank	Years Teaching at CC	Degree of Marginality
1. Eva Cruz	white	Academic, Transfer Courses	Tenured	19	Central Member
2. Lucas Smith	Black	Academic, Transfer Courses	Adjunct	4	Visible Member
3. Erick	white	Academic, Transfer Courses	Tenured	22	Central Member
4. Jacinta (Cinta)	Armenian	English as a Second Language	Adjunct	5	Margins on the Margins
5.Gustavo	Native American	Academic, Transfer Courses	Tenured	26	Central Member
6. Mia	Black	Basic Skills (college assessment, scholastic prep, intro to post-secondary and academic guidance)	Adjunct	3	Marginal
7. Sophia	Black	Workforce vocational courses	Adjunct	2	Margins of the Margins
8. Oliva Davis	Black	Business Management, Management and Organizational Theory, Human Relations, Professional Development Coordinator for WLAC	Adjunct	3	Visible Member
9. Isabella	Hispanic/ Latina	Anthropology, cultural diversity competences, immigration, human services	Tenured	12	Central Member

10. Abigail	*Chicana*	*Intro to business, management, marketing*	*Tenure Track*	*2*	*Central Member*
11. Carmen	Chicana	Academic, Transfer Courses	Tenure Track	1 (10 at a 4-year institution)	Mobil Member
12. Rebeca	Chicana		Tenure Track		Mobil Member
13. Paola	Chicana	English	Adjunct	10	Marginal
14. Aron	Asian	No Interview			
15. Sara	Black	Web design, business, business law	Unknown	8	Marginal
16. Camila	white	Higher Education Coordinator	Adjunct	2	
17. Rosa	white	No Interview			
18. Julia	Black	No Interview			
19. Adriana	white	No Interview			

The teaching context and the degree of marginality cannot be generalized. Each faculty member works under unique conditions and many factors play into how these conditions affect teaching and learning. Every campus has specific characteristics that result in specific student needs, faculty respond to these needs through the approach they take to teaching, in turn their degree of marginality contributes to the degree of agency they have in matching student needs

with teaching practices and resources. For example, faculty working from the margins of the margins might recognize that the textbook assigned to students is does not meet the learning needs of her class, however she has no choice but to continue to assign this book as it is the one chosen by the department, this choice being made without her input or expertise. In the following example of one college campus, I explore the context in which three participants in this study work both within and outside of their campus and how the diverse roles faculty play within these different domains impact their level of marginality and agency.

The Working Conditions of Teaching at California Community Colleges: One Campus View

In order to further demonstrate the variations in each faculty's teaching context, the following takes a closer look at the experiences of three faculty in one of the participating campuses in the study. West Los Angeles College is one of the nine institutions within the Los Angeles Community College District, it is located in Culver City and it enrolled nearly 18,000 students in the 2016-2017 academic year. The 2018 Student success scorecard data for this institution states that of the 18,000 students enrolled, over 8,000 are full-time equivalent (FTE) students, 59% are female students, their two largest student populations by race/ethnicity are Hispanic (at 42.8%) and African American (at 26.2%) and 49.9% of their students are first-generation students. The same scorecard notes that the college employs 64.2% of its faculty on full-time basis and has a student-to-counselor ratio of 2,095 to 1. For first-time students that enrolled in any math or English class in their first three years from 2011-12 to 2016-17, the overall persistence rate was of 75.1 percent (Student Success Scorecard, 2018). With 60.5% of students earning at least 30 units in the same time frame and 39.7% completing a degree, certificate or transferring (West Los Angeles College, Student Success Scorecard, 2018). When

compared to its nearest competitor (by proximity), Santa Monica College, we can see a difference in these rates. For the same year timeframe Santa Monica enrolled 45,000 students, 35.5% identifying as Hispanic and 32.2% identifying as white, 37.4% being first-generation students and just 22,000 being FTE students (Santa Monica College, Student Success Scorecard, 2018). Overall persistence rate for Santa Monica was 78.1%, 70.6% of overall students earning at least 30 units and 47.8% completing a degree, certificate or transferring within six years (Santa Monica College, Student Success Scorecard, 2018). While there are multiple reasons for this difference —including funding, size of district, differences in student population and institutional reputation and legacy— the aforementioned statistics are presented to illustrate the choice in institutions these communities have when choosing to attend their local college. Faculty within these campuses experience varying degrees of marginality as attempt to meet student needs.

What this means for the teaching context: the margins of the margins.

Whether adjunct or tenured, faculty at West LA are required to teach in multiple contexts. The participants of this study exemplify the diverse roles that faculty step into within their campus, each role varying by the domains in which they teach. The diverse roles vary by the teaching responsibilities of each faculty member. Here we can see that Sophia, Rebeca and Lucas (pseudonyms) are all faculty at West LA, yet their degree of agency, presence and role differ greatly; while some faculty are very much part of the decision-making process when it comes to legislation and policy other are working from the margins of the margins. Lucas has been teaching at West for 4 years. Prior to coming to West, Lucas was in the private sector, he wanted to make a change in career because he felt there was a lack of personal connection in the private sector. He has aspirations of pursuing a doctoral degree and becoming a researcher in the field

of communications. The majority of the classes Lucas teaches are on the West LA campus, however he has recently been tasked with teaching at a local high school in LAUSD, a task that he feels is not part of the mission of community colleges, he is conflicted with teaching in this domain, he is not a credentialed teacher and he feels that mandating students to take these classes is counterproductive, he feels that teaching within the high school context is very different from teaching at West and has had to take some time to adapt his pedagogical and interactional approach to this context. In addition to teaching at West and at the high school, Lucas also provides support for student services, further he might also be required to teach online courses. These four domains (teaching at CC, teaching at HS, teaching online classes and working with student services) require distinct skills, preparation and navigation, in degree of marginality (table 7) I would categorize him as a "visible member," having some degree of agency but not quite enough to make substantial change. Rebeca is a professor at West and has recently gone through the tenure process. In addition to teaching in the classroom, Rebeca is also a trainer and facilitator for one of the new initiatives being implemented by the Chancellors office, this provides some insight in to the procedural processes on her campus, and in this role she facilities professional training events on her campus. The four domains that Rebeca moves across – tenured professor (in the classroom), trainer/facilitator, liaison between her CC and CCCCO and possibly teaching online – affords her a certain degree of agency and known pretense and visibility on her campus, she is part of the decision-making process and has a degree of insight on the policies and protocols through her role as legislation trainer, by degree of marginality Rebeca would fit into the "mobile member" category. By contrast Sophia does not share the same visibility as Rebecca, she teaches workforce vocational education courses that take her away from the college campus the majority of the time, usually teaching at the local community

skills center or at the offices of the Department of Public Services. When speaking with Sophia about her role as professor, she had a difficult time identifying with that title and more easily identifying with general titles such as instructor or teacher. It is important to note that Sophia has been teaching at West for 2 years and teaching is not her primary source of employment, she describes herself as an entrepreneur and entered the teaching sector through a partnership her consulting firm made with West LA College. Sophia navigates through three distinct domains – – as Adjunct Professor for West LA College, as part of the workforce/vocational services office at West LA and as liaison between the college and the Department of Public Services— none of which place her at the center of the decision-making process on her campus or provide her with much agency or visibility, and all of which require her to plan her classes, develop her curriculum and work on her pedagogy on her own, she is an example of what I mean by teaching in the Margins of the Margins.

Policy in Practice: What Degree of Marginality Means to the Individual Faculty

For faculty, this means that their rank, their location within the campus, the courses they teach and the level of involvement in policy implementation impact their agency and visibility. Furthermore, this places faculty further and further from the decision-making process as legislation and policies are in constant flux on their campuses, leaving them out of the conversation on how these might help or hinder students. At the time of data collection, faculty expressed frustration with constant change in focus coming from college administrators — diversity, inclusion, equity. From the time we began this study a number of policies have been enacted in the community college sector – AB 705 (bypassing remedial education through multiple measures of assessment), Guided Pathways (streamlines educational pathways), The New Funding Formula and AB 19 (California College Promise). All of this legislation and

policies require a time commitment away from the classroom from faculty as they learn what these policies mean for their context and figuring out how they are required to comply with them, how they will enact or address them in their curriculum and teaching practices, and what information they are required or need to pass down to students. This "initiative fatigue" (a described by one administrator after a visit to a community college campus) has been draining on the faculty and can be counterproductive as faculty reject putting forth the effort in familiarizing themselves with the initiatives/policies or forgo participating in the planning and implementation process, since in they know a new policy will replace the current one shortly. This is time and effort that faculty would rather dedicate to the classroom and to students.

Initiatives like Guided Pathways and AB705 are policies that will have very real implications in the classroom and will impact how faculty and students navigate the community college system in California, however it seems as if little consideration has been given to what the legislation will look like on the ground in practice. Figure 6 explains how the context of teaching; the degree of marginality and institutional characteristics impacts the faculty and the classroom. As the different policies and legislations are put forth they must be implemented by all 115 institutions at the 72 college districts, and as they move forward to each individual institution faculty must learn how these policies will impact their teaching practices and the information they need to share with their students. Additionally, faculty might also be asked to provide service of some form to support the implementation process, many times this is as members of a planning committee on how the institution will respond to the new legislation. This can be a time consuming and tedious task as protocols, regulations and official documents might need to be generated by these committees where a certain degree of consensus needs to be achieved. Furthermore, these protocols and regulations then impact faculty's teaching approach,

their curriculum, pedagogy and the interactions they have with their students via the information they pass on or the guidance they are able to provide. One example of this is AB 705, this policy is meant to solve the problem of students being trapped for years in remedial classes in math and English before reaching college level courses, extending time to completion. By bypassing remedial courses and enrolling students straight into college level classes it is thought, by the chancellor's office, that more equitable results will be achieved. However, this does not take into account the college classroom and how teaching and learning will be affected by this policy. Institutions are left to adapt to this policy and find ways to make it successful. This might mean campuses need to either providing support via co-requisite classes or adding assignments and tutoring to curriculum. For faculty this new policy also means providing additional support in and out of the classroom for students experiencing challenges as a result of the new policy. In addition, little consideration is given to the number of attempts a student might require before successfully completing the course or how this might affect their GPA, financial aid access or their self-esteem overall, and therefore their likelihood to persist. As this policy makes its way down from the chancellor's office, each institution must decide what approach they will take to implementing at their campus, AB 705 seemingly would only affect the math and English departments, yet it has implications for other departments as well— any course that requires English or math skills— and therefore the implications make their way into essentially every classroom. Around the time that this policy went into effect I attended a conference targeted at community college administrators, much of the reaction around this bill was of confusion, attendees were not sure how their campus would approach the policy and a few commented that their advice to students was to not enroll in math or English until the details were figured out, this makes the intent of the policy to decrease time to completion questionable.

Similarly, Guided Pathways is well meaning but also lacks the foresight to how it might impact teaching and learning. This initiative seeks to streamline students educational plan by simplifying their course choices, each career or educational goal following a given pathway or courses. While this seems to help students go from point A to point B by creating a direct line, it does not take into account choice; this is essentially a new form of tracking students into a certain path, with the path not being very flexible to change, to choice or to deviation. While it is true that navigating the community college system can be complex and overwhelming, the highly structured nature of guided pathways takes on a paternalistic tone, where the institution or the path, knows what's best for the student and to a degree removes their ability to choose for themselves. It is also a very deficit approach since in essence it is trying to "fix" the students —if only they do what they are told to do and stay on this path they will be successful—instead of taking a systemic approach to making success accessible to students. The policy also ignores how this will impact faculty-student interactions or the teaching-learning process. While Bailey et al. (2015) were well meaning in their attempt to solve problems that have long plagued the community college sector by developing a framework that would seemingly streamline students' educational plans and almost certainly guarantee success, it left out the human factor. As Rose (2016) discusses, the policy might be well intentioned, yet this desire to "improve student lives" is interpreted by people in different ways and a certain degree of "savvy" of campus dynamics is required to address the human factor, as relationships are very important in any social setting. Rose (2016) further highlight the human factor by pointing to the characteristics that make community colleges unique, the diversity in their student experiences. Any policy intended to "better the lives" of students must account of the lives of students, their responsibilities will not change and as Rose (2016) states: " there will still be a number of students who enroll in one

course at a time, who stop out, who take years to find their academic or occupational path, whose past blunders and transgressions continue to exact a material an psychological price, whose personal history of neglect and even trauma can cripple their performance."

In May of 2019, the Faculty Association of California Community Colleges (FACCC) Board of Governors took a unanimous vote of no confidence in the California Community Colleges Chancellor's Office; this was the second time in their history to do so (FACCC Press Release, 2019). Some of the reasons for the decision were "the office's lack of transparency, disregard for shared governance, lack of prior consultation with faculty and other stakeholders on major initiatives…and administration of a punitive funding formula that has created a system of winners and losers." The president of the FACCC himself was quoted in the associations press release announcing the vote of no confidence, as stating the association's attempt to provide input to the chancellor's office but "rather than engage [them] early in policy conversations, faculty have been forced to react to an onslaught of initiatives that haven't moved the needle for [their] students. This prescriptive approach has been detrimental to [their] colleges…" Indeed, without a willingness to speak to the very people who will see firsthand the impact initiatives and policies will have on the daily lives of students, the chancellor's office will keep ignoring and being uninterested in student success. Under the guise of increasing student success and equity a number of initiatives and policies have been put in place in a short amount of time, these policies and initiatives do not have the full vision of what student success means in the community college sector, without acknowledging the complex lives of students and the multiple meanings of success these initiatives will unlikely reach the goal that they intend, as they leave out the human factor, the fact that success does not happen by prescription but rather through the

everyday interaction with people, for California community colleges many times these interactions happen with faculty and they happen in the classroom.

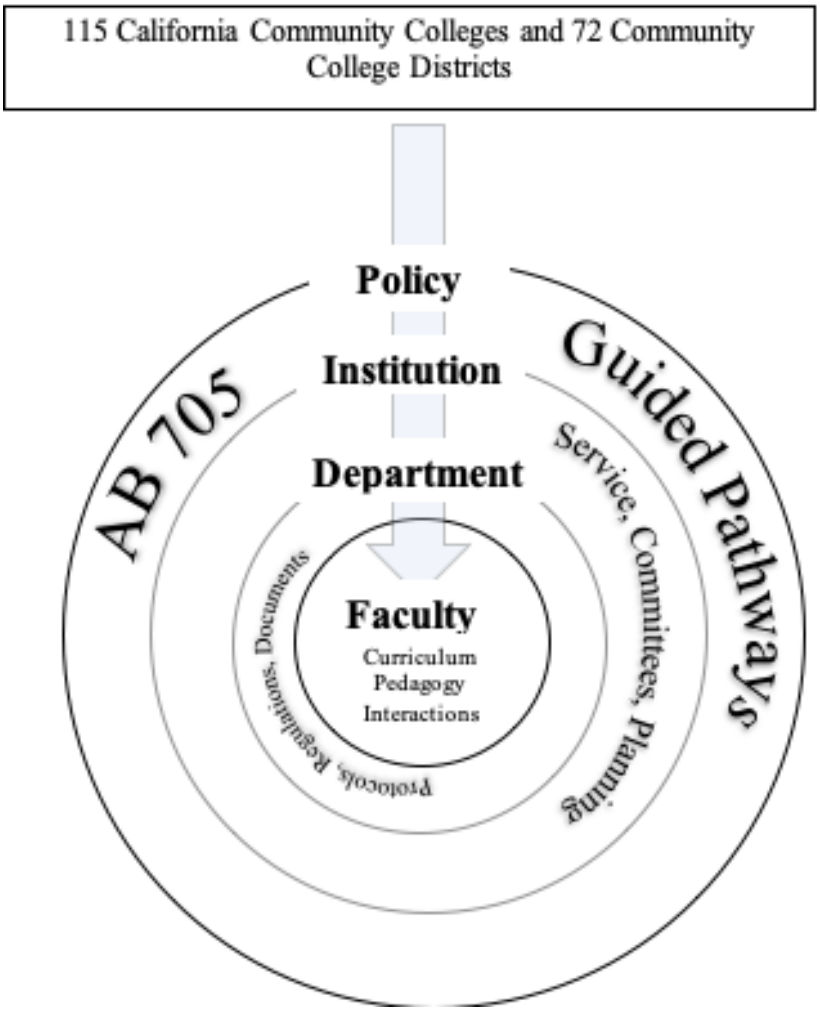


Figure 6. **Individual Faculty Positioning with CC System. This figure illustrates the complexity of policy, practices and initiatives as they are being implemented at the different levels of the system, from state wide adaptation to faculty in-class implementation.**

For this reason, when thinking about presenting the findings for this study it was difficulty to conceptualize explaining overall findings without first contextualizing the teaching conditions for community college faculty, the complexity of their many roles and their ability to enact change and advocate for themselves and for their students. Now that some of the

complexities of this sector have been explored, the following chapter speaks to the general finding of the study as well as more specific finding, this researcher's contribution to the field. All findings are put forth with the hope that teaching and learning and the community college classroom are provided the focus they deserve.

Chapter 5 From Context to Cariño: Exploring Faculty's Funds of Teaching Identity

This chapter presents findings from the study, three themes emerged from the data analysis and theoretical framework as related to the teaching conditions and experiences of faculty: isolation, invisible labor and issues of diversity. I begin with these finding, associated with my second research question, that address the possible barriers to implementing an asset-based approach to teaching and became most prominent in the data. It became clear that faculty's working conditions and teaching context would require interrogation before being able to assess how faculty might implement an asset-based approach. In addition, I also provide examples of student perceptions of their faculty and their teaching practices. I finish by discussing analysis of the data that helped me develop and coin two concepts: Funds of Teaching Identity (FTI) and Pedagogies of Cariño. These concepts help us gain greater understanding of how faculty use and implement their own FK and CCW to gain access to that of their students. I follow with Together, this will construct a view of some of the challenges that faculty and students face as they interact in the community college classroom, it will also provide a view of how students benefit from being taught from an asset-based approach and highlight ways in which students persist given the many challenges they face while balancing school, work and home life.

Barriers to Implementing an Asset-Based Approach to Teaching

While aspects of faculty's teaching contexts can act as barriers to teaching, there are many aspects of teaching at community college that can make this a transformative and meaningful experience. During interviews faculty often spoke about their love for teaching and for their students and how this is what made dealing with the bureaucracy worth their effort.

Faculty also mentioned how their own experiences influenced their decision to become educators and how their own experiences also helped connect them to those of their students. The two concepts discussed later in this chapter— Funds of Teaching Identity and Pedagogies of Cariño–– highlight how faculty's own lived experiences can influence their approach to teaching and the interactions and connections they have with their students. However, first begin by discussing some of the barrier for implementing an asset-based approach to teaching that highlight the working conditions of community college faculty and then I address some of the practices faculty use to connect with students despite these barriers.

Working in isolation.

A theme that began to emerge early on was how isolated faculty felt when it came to the developing of their teaching approach and strategies, especially if these came from an asset-based foundation. I found multiple examples in the data on the lack of peer community and support faculty felt; support to run ideas by or give and receive feedback from. In some cases, like with this first excerpt from the data, Abigail struggled with the isolation and lack of support from peers, she stated:

> ...it's been lonely because we are all subject matter experts. We're all discipline oriented. We know our fields, but we don't get teaching credential training...like our K-12 counterparts do. I actually completed an equity academy training in the spring and there's a stigma about asking other colleagues, because if you're asking then you don't know what you're doing, and if you don't know what you're doing, why are you even in the classroom? Why are you even teaching students if you don't know how to do this?

This example illustrates three points. First, it reflects the deep level of isolation in faculty working conditions, the lack of support from colleagues and the perception of having little resources to help with the situation. Second, it touches on the lack of teaching preparation in higher education which leads faculty to teaching how they were taught, which in turn replicates ineffective ways of teaching (Mora & Rios-Aguilar, 2018). Furthermore, even in an activity meant to connect faculty to student needs such as the "equity academy training" that Abigail referenced there is still a "stigma" about asking for help. This leads to the last point, the *college fear factor* that Cox (2009) wrote about persists beyond the role of student and can have lasting effects on the individual if systemic and ideological change is not made. Indeed, how is a faculty member to hone and develop their teaching practices if they have not been taught how to teach, if they have no peer group or senior faculty to rely on and if seeking out support through profession training only leads to shame and more isolation?

This next example comes from Jacinta, she is an adjunct faculty member teaching English as a Second Language, she moved to the U.S. as an adult and has some teaching experience in her home country of Armenia. She has been contemplating leaving her teaching position to pursue a doctoral degree as she feels this would help her increase her chances of securing full-time employment. In the following quote she shares her feelings about the job insecurity she is experiencing as par-time employee and her desires for feeling a sense of belonging.

> … if only I would know that okay, one day, maybe one day I would become a full-timer that would mean of course, I wouldn't have to think about teaching at other colleges...you would feel more part of the family, right now you're like a guest, you're not there to stay

> it seems like... you don't know what will happen tomorrow, I always have that fear… what I'm trying to say is equality, you don't feel as appreciated maybe.

During this conversation Jacinta also shared that she did not feel included in the decision-making process, that the department held certain meeting were adjunct faculty were excluded, she felt lost in the shuffle of a department that employs over 80 part-time faculty, she felt few of her colleagues knew her name or who she was. During our interviews Jacinta truly came alive when speaking about her students and the time she spent in the classroom, having the lived experience of immigrating to this country, she could relate to the experiences of her students, she talked about the importance of holding on to one's roots and about emphasizing to her students the importance of learning from their peer's diverse backgrounds that merged in her classroom. Her hope was that one day she would be able to teach as a full-time faculty member, this would not only allow her the benefit of job security but most importantly to her, it would allow her to spend more time in the classroom as she stated, "that would enable me to teach more, and teaching more would mean learning more, because every time you enter a new class you learn a lot."

These two examples highlight the importance of having a community of support and how isolation can have a negative impact on a faculty's teaching experience. For Abigail the isolation and lack of support from colleagues prevented her from asking for help in developing her teaching practices. For Jacinta the isolation impacted her sense of belonging, this coupled with her status as an adjunct kept her from the decision-making process in her department as well as from further developing her teaching practices by limiting her time in the classroom.

Invisible labor due to enacting multiple roles at their institutions.

Many of the faculty shared that the amount of time they were required to spend outside of the classroom encroached into the amount of time they could spend on developing their teaching practices. This work was many times invisible labor, work not acknowledged or valued by the department or institutions, it forced faculty to divide their time and attention to multiple roles beyond that of instructor, this ultimately affected their teaching. Isabella has been at her campus for 12 years, she is well known on her campus especially in her departments as she currently holds the co-chair position, she shared the following about her work outside of teaching:

> … I mean we're supposed to be teaching yet we have so much other stuff we do, like I have to work on student learning outcomes, student learning outcome assessment... I'm co-chair of my department, I have to do the schedule, I have to evaluate adjuncts, I have to revise curriculum, we have to do program review this semester… I serve as a senator for the faculty senate, I was a union representative. I just feel like there's so much outside of class that we gotta do that it leaves very little time, or we're exhausted by the time… there is just so much bureaucratic red tape that makes it difficult for us to do what we're supposed to do which is work on our students and helping them.

This excerpt is an example of the many roles faculty play on their campus, they do so knowing that their teaching will suffer as they will have less time available to develop teaching practices and engage in the reflective process that would guide their next steps, however, they are also aware that these "bureaucracies" are necessary if they are to have a voice in the decision-making process. In addition to the work listed here, Isabella also travelled abroad with her students for the majority of the spring semester, and additionally organized and secured funding for a class trip to the zoo during the year, she did all this because she believed her students were worth the

work as she saw them work just as hard as she did. She immigrated to the U.S. in her youth and had gone through the community college system herself as a young mother and undocumented student. She met her life-long mentor during her time as a community college student, this meeting changed Isabella's life as the mentorship helped Isabella see her own potential and propelled her to reach her goals. Because of this experience Isabella now wanted to do the same for her students and placing forth the added effort was just part of it.

Likewise, Eva performed much work outside of the classroom, like Isabella she held a leadership position and thus her day was divided between teaching and administrative work, she felt this removed her far too much from the classroom and eventually had to make the choice between the quality of her teaching and the agency her position afforded her. Eva reflected on the multiple roles she played:

> I've been in leadership positions, for me the typical day was handling issues, problems, you know just handling a lot. Actually, too much…I usually taught till noon. And then after 12:00, it's like stuff. Meetings and committees and you know whatever happened last night. Why that teacher didn't show up, who's out sick, who needs to be hired, you know? Just handling a lot of different things…And managing people, training people, lots of training. Lots of, you know, I taught on line pretty early here, so I had to teach other people how to teach online and things like that…You teach in the morning and the you're doing committees and I think accreditation in the last probably six years has been really stressful for faculty. In terms of that they want our voice in a lot of different areas. So, then you are doing more outside things, outside the classroom than I've ever done before. Even beyond my department chair position.

Since stepping down from her chair position Eva has witnessed a decline in the quality of teaching in her department she shared:

> I was hiring teachers that were really good and that really cared about students, and not seeing any evidence of that now its [demoralizing]. At this point, everyone just gets a paycheck ... it doesn't matter if students aren't successful. We pretend [they are] for a while, [but] there's no accountability at all right now.

The frustration of valuing and teaching from an asset-based and student-centered stance among a department that does not, dramatically alienated Eva. The mismatch between her and her peers was the often discussed during our interviews, she felt pushed-out and powerless, unable to continue to foster the caring environment that she founded the department on. She made up for this lack of department interest by attending as many professional development workshops as she could and continuing to develop her practices on her own terms.

For adjunct faculty, the work outside of the classroom was different. Their expertise is not utilized by their departments, which like in Jacinta's example above, this results in faculty feeling isolated and unappreciated. Lucas shared his desire for his input to be taken in to consideration when developing Student Learning Outcomes (SLO's), he believes that the courses he taught were outdated in their design and that they taught skills that are not relevant in today's work and social settings. When asked if he felt supported by his colleagues or department he stated:

> If I had an issue with a student, I think I'm very well supported. If it's an issue with teaching or with development and SLO's or program review, then it becomes more 'you're adjunct and we really don't want to listen to you'

Indeed, for adjunct faculty the work outside of the classroom revolves around the different positions they hold and roles they play, for Lucas it was balancing his teaching load, with working in the student services and teaching college credit courses at a local High School. For Jacinta, it was figuring out if she needed to seek multiple appointments and traveling form one campus to another in order to make enough money to support herself and her family. Sophia divided her time between community skills centers, the vocational/workforce office at her campus and the department of social services. While some faculty are left feeling marginal and powerless other faculty are limited to the time they spend in the classroom by the amount of administrative work they must perform. In both cases, the work that is performed outside of the classroom is requires time the faculty wished they could spend with students and working on their pedagogical practices.

Faculty perceptions on diversity and reflections on their own lived experiences.

As pointed in earlier chapters, national and state statistics point to an existing racial mismatch between student and faculty bodies. While this was not represented in this study due to self-selection, the data did reveal student and faculty racial and ethnic background to play into classroom dynamics. Mainly, data revealed that a faculty's perception of diversity was constructed by—and often times limited to— their own lived experiences, thinking of diversity as it related to their own world view. This made it easier to connect to certain groups of students more than others, often using their own backgrounds to "see themselves" in their students. One example of this is Carmen, she teaches Spanish and self-identifies as Chicana, she states:

> One thing, also, was the major attraction for me was I wanted to stay local. I'm from Los Angeles, born and raised, and so I couldn't even imagine myself living in Iowa and trying

> to teach Chicano studies to students that were not a part of that history or culture. And that might be very narrow minded, but that's just how I felt.

While this statement is problematic in that it limits knowledge to whom Carmen deems worthy of it, it is also exclusionary and ignored that there are Chicano/Latinx populations in places like Iowa. However, it is also likely reflective of the accumulated structural inequalities Carmen faced in academia. She is taking ownership here of her identity and own FK and CCW, she is expressing a sense of control over what she holds as most valuable to her, her identity. Diversity was a topic that many of the faculty had a difficult time defining or expressing what it meant to them, many responding with dictionary like definitions almost as if afraid to say the wrong thing or come across as racist or not inclusionary. When asked what diversity meant to her, Carmen responded, "…It's an approach to creating an equal and equitable environment, specifically for historically marginalized populations such as first generation, low income, underrepresented [students]."

She went on to talk about including ableism and the experiences of veterans as well as acknowledging in her teaching practices that the Spanish language is not homogenous and that there are variations to the language by country and region. I could recognize that like many of the faculty she was struggling with her own constructed view of diversity and the diversity she experienced in the classroom, diversity in lived experiences different from her own.

Lucas on the other hand, moved away from seeing himself in his students, instead he decided to not make assumptions about the student lives even if they shared similar back grounds to his own, he shared:

> ...the first thing is we don't know them [the students]. We might think, 'oh, well, this student is from'... We might say, 'because this student is a student of color, first generation, low on the socioeconomic scale, we know them'. No. We don't know them. That's where the ignorance begins. I can't look at them and go, 'oh, yeah, I know. They look like the class I just had'. No, this is a whole new group. This is an entirely different audience. To treat them the same as the audience you had prior is a recipe for disaster.

Both of these examples come from faculty of color, and it highlights how institutional racism in present at all levels of higher education and it does not exclude people of color. These two participants took their own approach to dealing with issues of race and diversity in background at a predominantly black and brown campus, they engaged with students in very different ways.

Additionally, the data revealed that in creating their views on diversity from their own lived experiences, faculty, especially white faculty, found it easier to gravitate to an asset-based approach of teaching if they had faced challenges in their own lives that they could leverage to connect to the challenges of their students. For example, Eva's experience of immigrating to this country at a young age and coming from a working-class background allowed her to connect to the experiences of her students. It is clear that "legal" immigration is not the same as the experiences of undocumented students, however she found a way to use her own FK and CCW to connect with and value those of her students. Likewise, Erick a white professor, connected the challenges he faced as a gay man in academia to connect to the struggles of other marginalized communities, mainly he did not believe in "fixing" or "changing" students, he tried to "meet them were they are" and use the knowledge they brought with them to reveal their own potential. In this way faculty of all racial/ethnic backgrounds and with different lived experiences engaged in a continual reflective process with their own identities in hopes of connection with those of

their students. By choosing to engage in this reflective process (as described in the methods section) and including their own lived experiences and how influential and important they have been in their own identity formation –to their life choices and to their interactions–it is then easier for faculty to connect to the importance of the lived experiences of others, and thus, teaching from an asset-based perspective that hold student experiences and backgrounds as fundamental seems to be a natural connection.

Student perceptions of faculty and realities of attending a community college.

The student interviews conducted for this study proved to be quite revealing of the trust built by faculty. Much like my own experience as a community college student, the schedules of student participants were quite full as they juggled family, work, social and school life, proving difficult to schedule meeting times with student participants. The majority of participants were students of color and had varying reasons for attending community college, table 9 presents selected responses from student interviews. Some students were returning to higher education after either earning an BA and this not being the right fit or after being away for years and deciding to give their higher education goals another try. Some students had hopes of transferring to 4-year institutions and express aspirations for earning advanced degrees. Sasha for example had been very successful in high school, she felt she had been well prepared academically and was accepted to multiple 4-year institutions, however she was not accepted at her first-choice institution and decided to work hard for two years at community college and apply to transfer there after two years. At the time of her interview she was preparing to transfer, she had applied to three UC's and had been accepted to one and was waiting to hear back from the other two. She wanted to participate in this study to have her story heard and combat the "stigma" that attending a community college can represent, she states:

I wasn't ashamed of saying I was going to a community college, I was afraid of what they would say when I told them I was going [for example], 'that's ok, you can do it.' …I was happy to be going. I wanted people to know it's not something to be ashamed of, it's something that will work out in your favor.

Table 9. **Select Responses from Student Interviews**

Student Pseudonym	Race/ Ethnicity	Faculty	Perceptions of Professor	Reason for Attending CC	First-Gen (Yes/No)
Leticia	white	Erick	He is very good at placing himself in the shoes of someone that hasn't seen the material before.	Returning to HE after earning a BA in her home state that didn't pan out as she hoped. Earning credits to apply to physician assistant programs.	No
Patrick	white	Lucas	He's not academically strict, he's relatable, can joke around and still stay on task. Humanizing, lets his students know "the man under the suit."	Older student (31). Third attempt at CC. Interested in entering the field of entertainment.	No
Sasha	Hispanic	Eva	She was outgoing and interested in student learning, made sure students were comfortable with content before moving on.	Working towards transferring (will transfer in two years). Excelled in HS but chose to attend CC despite being accepted to multiple 4-year institutions.	Yes
Lucy	Greek	Erick	He reviews material multiple times to make sure students understand it from different perspectives, does so in a way that doesn't put students on the spot.	Returning to HE after earning a BA from UCLA, preparing to apply to graduate programs.	No response

When I asked student participants what they wished their professors knew about them, many of responses were around how they were perceived by faculty, mainly in deficit ways. Estella shares:

> I wish that they knew that a lot of the time if I perform bad it's not because I want to. I sincerely feel bad when I don't perform to my ability, like me deciding to withdraw from my anatomy class like, my professor did comment something like 'oh you know, I don't want you to think you can take the easy way out and withdraw,' but the thing is it wasn't easy for me to decide that because it pushed everything back you know, and it took me like, I think I, the night before I teared up because I felt like Jesus Christ here's another setback… I know that he doesn't understand where I'm coming from, if he knew the obstacles that I had to go through I don't think he would have made that comment.

It is important to highlight, that while the intent of this study was to incorporate student voices into this discussion, it was clear on the onset that the focus of the study needed to be on the teaching context and perceptions of faculty before analysis could be conducted on students. For this reason, this study is limited by the scope in which I was able to incorporate analysis of student data. This analysis will need to be addressed in future work. What I present here are select responses from the student interviews conducted that highlight the diverse range of experiences and perceptions of community college students.

The themes that emerged from data analysis lead to some unexpected yet valuable findings. Most importantly they lead to the coining of two concepts that build on the previously presented literature. These concepts will help to better understand the interactions that take place between faculty and students and the dynamics that this creates in the community college classroom.

Funds of Teaching Identity

The journey to finding faculty's Funds of Teaching Identity.

Working with study participants for over two years, allowed me to develop trust and rapport through our multiple interactions, via interviews, faculty study groups, in-class observations and email conversation. The data collection process became a sort of therapeutic relationship where faculty discussed and exposed aspects of their working conditions that they might not have had the opportunity to share with many other people due to the isolating nature of being a community college faculty. Through the data collection process, at times becoming quite intimate, faculty also shared many aspects of their personal lives, such as recent divorce, parenting challenges as well as life and educational histories. Developing these wholistic perspectives on faculty lives, I was able to understand how their lived experiences and identities contributed not only their choice to take on an asset-based approach to teaching but also how they related to their students, which in turn also influenced their teaching practices. I build on Funds of Knowledge and Funds of Identity to develop the concept of Funds of Teaching Identity (see Figure 7).

To best understand how I build on these two theories I will provide a brief background on how the three relate. **Funds of Knowledge** are the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being (Moll et al., 1992**).** The original study by Moll et al. took place in Arizona and looked at Mexican-American homes. FK are rooted in the fields of anthropology, education and psychology; furthermore, specifically influential to development of funds of knowledge was Vygotskyan social-historical psychology which highlights "how cultural practices and resources mediate the development of thinking" (Gonzalez et al., 2005). The premise in FK is that "people

are competent, they have knowledge, and their life experiences give them that knowledge" (Gonzalez et al., 2005). FK challenges deficit thinking in that it asserts that all students enter institutions of formal learning possessing knowledge and ways of knowing learned through their lived experiences, they are not **"**blank slates" nor are they "lacking" or in need of "fixing.**"** FK vary by social, historical, political and economic contexts thus, the funds of knowledge that exist within a community will differ by demographic populations, by geographic location, by period in history and they are ever changing as individuals use these to adapt to their current environment and circumstances. The focus here, in FK, is on family and community and the assets that exist within.

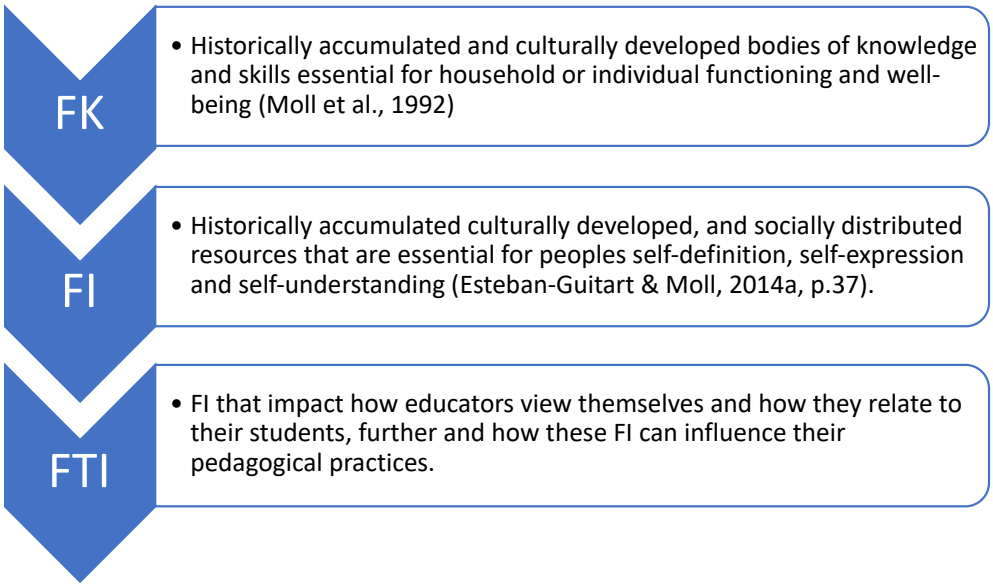


Figure 7. **Roots of Funds of Teaching Identity**

The concept of **Funds of Identity** (FI) was developed by Moises Esteban-Guitard, building on FK framework he began to develop FI while working with indigenous communities in Mexico. He asserts that **"**Understanding our identities requires comprehending the history, society, and culture that affects the specific ways we define ourselves**"** (Esteban-Guitart & Ratner, 2011)

FI is based on the premise that people have and accumulate not only their household's funds of knowledge but also life experiences that provide resources that help to define themselves. The author further asserts that through our everyday interactions, activities and experiences, "individuals consume, use, and create funds of identity, that is, distributed semiotic resources that mediate human identity" (Esteban-guitar & Moll, 2014a.). Therefore, our identity is created by "persons, artifacts, activities and settings" with which we live amongst and interact with. As such, FI include anyone or anything that we find meaningful and we call upon each of these as we define ourselves, and I believe we can call on these as we define different aspects of ourselves depending on how we choose to identify ourselves as we move through diverse atmospheres or situations. And thus, "Funds of knowledge **become funds of identity** when people actively internalize family and community resources to make meaning and to describe themselves" (Esteban-Guitart & Moll, 2014). A critique of FK is that it seeks to learn about the lives of adults within a family and/or community, but this does not always translate to the lives of children (or students). For example, just because a member of the family knows about car mechanics does not necessarily mean that the child or other members of that family do as well. A second critique is that anthropological work is time consuming, and when time is of the essence this is not a practical method of inquiry, methods used by FI research such as self-portraits or significant circles, are time efficient and practitioners can collect student data within one meeting/interaction. The focus here is on the individual and how they use lived experiences to make identity.

In an effort to best understand how participants made sense of their identity and lived experience, after several interactions that pointed to the importance of this theme, I scheduled a third interview with faculty that focus on this specifically. I used methods used by FI researchers

combining two strategies– self-portrait and significant circles– to prompt the interview. In the **Self-portrait** technique, researchers can use something like the following to prompt their participants, "I would like you to show me on this piece of paper who you are at this moment in your life**.** If you wish, add the people and things most important to you at this moment in your life" ((Esteban-Guitart & Moll, 2014). Once the rendering is completed, a discussion is had where the participant will explain the choices included in their drawing. In **Significant Circles** participant draws a circle and places within it different objects, activities, institutions, and people that he or she perceives as being relevant, important or significant, with those nearest the center of the circle being of most importance for the participant (Esteban-Guitart & Moll, 2014). Likewise, once completed the participant discusses why these items/artifacts were chosen and why they were considered important. As used by FI researchers, the goal here is to attain students FI and lived experiences to then link these to classroom content that would be most relevant to the participants. However, the goal in using FI techniques in this study was to gain a greater understanding of how educator might pull from their own identities to interact with their students, both in formal and informal ways and in ways that are not always obvious. Faculty were asked via email for their participation in this interview and asked to "identify one to three artifacts that would represent "who you are (how you see yourself) at this moment in your life. These can be anything you wish, they can be things that has shaped your thinking, your philosophies, your outlook on certain things," clarifying that these artifacts could be pictures of people, or objects such as book, or activities that they might participate in. Interviews ranged in length from 15 minutes to just over an hour, depending on how in-depth faculty described the artifacts they chose, no specific prompt was given to limit their artifact choices to their teaching identity, this however did emerge in the interviews, ties to teaching were made on nearly all

artifacts. I would like to highlight, that for most faculty this was a very emotional interaction, where they shared very personal details of their lived experiences. In analyzing these interviews, I paid specific attention to the five forms of FI outlined by Esteban-Guitart and Moll (2014) and interpret these to how the faculty might make sense for community college setting: 1. Geographical (finding identity in teaching or residing in a specific state, college, region, or city); 2. Practical (finding identify in an activities, specifically related to their work life, such as being a college professor, being a freeway flyer, an adjunct, a department chair); 3. Cultural (finding meaning in cultural identity such as age, ethnicity/race, sex, national origin or social categories); 4. Social (identifying with significant other(s), relatives, friends or colleagues); and 5. Institutional (identifying with any social institutions such as religion, marriage, family as well as educational institutions.

Using educator's own identities to connect with students: Funds of Teaching Identity (FTI).

Building on the aforementioned frameworks, this study aims to highlight how the identities of educators, in this case community college faculty, play a role in the interactions they have with their students and in the teaching practices they adapt. Specifically, how their lived experiences have shaped their identities and how they see the identities of their students and how they adapt their teaching practices to incorporate what they perceive to be their student's needs. For the purposes of this study I am describing FTI as the FI that impact how educators view themselves and how they relate to their students, and further how this in turn can influence their pedagogical practices. The focus here is to acknowledge individual identities faculty carry and how these impacts their pedagogical practices and interactions with their students.

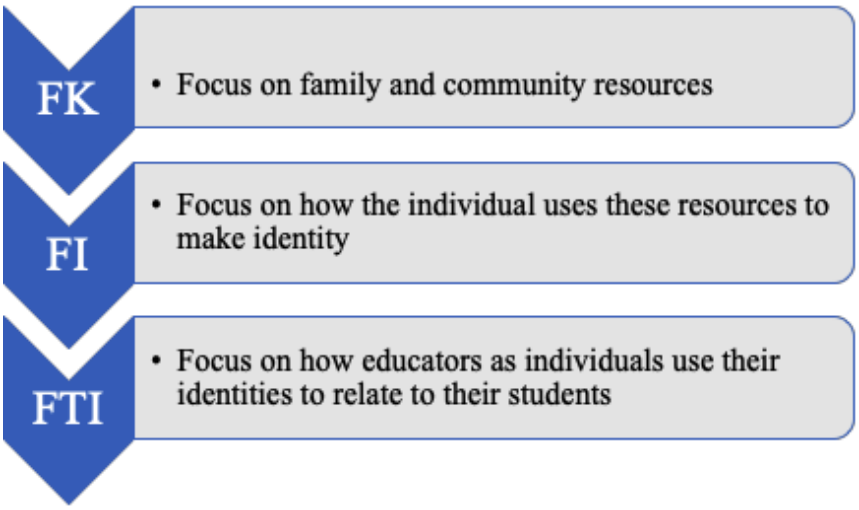


Figure 8. **Focus of Funds of Teaching Identity as Influenced by Funds of Knowledge and Funds of Teaching Identity**

How Funds of Teaching Identity influences faculty pedagogical practices and student interactions in the community college classroom.

Examples of FTI became evident across study data. While there was a purposeful effort to attain faculty's FTI through the third faculty interview, there were also examples of these throughout other interviews as well. The first example is excerpt from the first faculty interview, this took place in the Fall of 2017, following the CCFI. Carmen, who self-identified as Chicana, is a tenure-track Spanish professor who has been teaching in this context for one year but having a 10-year teaching history in the 4-year sector. When asked about her choice to teach at community college she responded:

> One thing, also, was the major attraction for me was I wanted to stay local. I'm from Los Angeles, born and raised, and so I couldn't even imagine myself living in Iowa and trying to teach Chicano Studies to students that were not a part of that history or culture. And that might be very narrow minded, but that's just how I felt.

If we break-down this quote into the five forms of FI outlined by Esteban-Guitart and Moll (2014), we can see that Carmen makes geographical identity "I'm from Los Angeles, born and raised," and Practical, cultural and institutional identities by stating that she "teach(es) Chicano Studies. In addition, if we unpack this example using a CRT lens we can see that she is pushing back on structural inequalities, she is protecting her identity as a Chicana and as a person of color in academia and taking control of who she teaches, and what she teaches and taking ownership of her own FK and FI. What we learn here is that by examining our own identities as educator we can take part in a reflective process that may lead us to find ways in which to connect with students that we might not find automatic connections with. Here we see that Carmen concludes with "and that might be very narrow minded, but that's just how I felt," pointing to the potential for growth, teaching from an asset-based perspective doesn't mean that we are perfect humans. Teaching from an asset-based perspective means acknowledging our biases, knowing that we live in a race based, class based, gendered based society, where our intersectionality often goes unseen by structural entities but that these are very visible in person-to-person interactions, in the classroom, once we are able to acknowledge our biases and no longer ignore them, then we can make meaningful shifts to address them. Through interacting with faculty during the data collection process it became apparent that faculty defined diversity from their own positionality as informed by their funds of identity, many times limiting this idea to their own lived experiences. For example, if faculty identified as first-generation college graduates, as a professor of color, as parenting in academia and so on, the connections to students who shared these experiences were made with little effort, however, the connections to other students with whom they did not share identities with were a bit more difficulty to make.

A second example comes from the third faculty interview aimed specifically at capturing the faculty's FI. As stated previously the faculty were asked to identify one to three artifacts that represented them and how they saw themselves at that moment in their life. Table 10 is a representation of the artifacts identified by the faculty that chose to participate in this interview. These ranged from books that they had either written or that they found meaningful, representations of family members either in objects or in photographs, inspirational quotes or those from songs, items meaningful to their childhood, and symbols of places they had visited. In one form or another, the items they chose connected to their identities as educators. Isabella for example chose the symbol for Florence, Italy. She had just returned from a teaching abroad trip through Europe, she talked about how living so close to her students during her trip allowed her deeper insight into her student's lives, when asked what she learned about her students during the trip that she wouldn't have otherwise she stated:

> How hungry they are for life experiences, for someone to believe in them, you know, someone who can, I don't know, gives them the confidence to know they can do stuff… they're so young and don't believe in themselves that much…and it's not that they don't want to try, they want to try but often times they don't think they can, so they give up.

Abigail chose a picture of the Tupac and a quote by the rapper "Real eyes, Realize, Real Lies" and talked about how she uses music as "a way to relate to people that were going through what I was going through." She talked about her experiences growing up and her perception of having limited choices and how education was her road to independence as a woman of color and connected her struggles to those of her students. Similarly, in a very emotive interview with Erick, he talked about his identity as a gay man and how this brass owl, a gift from his grandmother, represented her acknowledgement that he was different and that she embraced that

difference, it represented family and visibility. This experience taught Erick to also embrace difference, to move away from wanting to change people and instead to meet them where they are, this philosophy carried into the classroom, as he mentioned this same sentiment in previous interview when referring to his students. He talked about the conflict that can exist between school and home when you are a first-generation college student and how while family can be a driving force, for some people their family circumstances can also represent pain and struggle when trying to combine family and academia. He did not mean this in a deficit way, as in there being something wrong with such families or students, but rather in a way where he identifies with and gave visibility to, students (and people in general) that are not always dealt the best hand in life or who have additional hurdles to overcome than the average person. Eva Cruz chose a picture of pair of boxing gloves and coupled it with a quote (Figure 9).

- **Fighting** to keep my **work and home balance** through kickboxing (for myself and my kids)
- **Fighting** to stay relevant in a **department** that has crumbled and to find a **new purpose**
- **Fighting to matter and have purpose** in this world beyond work and **parenting.**

Figure 9. **Example of FTI- Artifact. This figure examines one of the artifacts provided by one faculty member as she made connections to her identity.**

When analyzing this with an FI lens we can see that she found meaning in social and practical forms of FI, by highlighting her need for "work and home balance" and her identity as a parent, she also made institutional meaning in her identity with her acknowledgement of the turmoil in her "department" and cultural identity in finding ways "to matter and have purpose." There was also an overall identity with being a fighter and having to fight to be true to herself, this became more deeply apparent when discussing the reasons for choosing this artifact. Eva talked about an

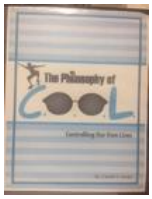
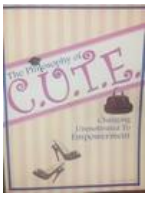
imbalance between her work and her home life, and how her work often went beyond the classroom, having to grade student work during the time she should be enjoying time with her family. When asked if she felt that her campus acknowledged this work she responded:

> No, it's never been. At community college you don't have T.A.'s you don't have student workers. I mean, we're well compensated for that, so I also can't complain. And I guess the only other things is to cut back on assigning things and I'm not really willing to do that… which lots of colleagues do (doing the minimum) and get the same paycheck and I'm just not that person. But on other things maybe I need to balance that a little bit better too and say, ok is this assignment really vital, 'cause I also spend a lot of time giving feedback and I don't know that the students even read it (laughs)… Most of my colleagues have 5 classes (Eva teaches 8) and they are also not single parents, so some of that stuff is getting easier 'cause my daughter is {now older}

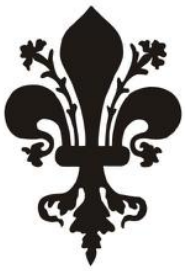
In analyzing this example, we see that faculty exist outside of academic walls just like students do, this faculty recognizes that the balance for her work and home life is not where it should be for her to prosper, and it affected her teaching. It also highlights her commitment to a high standard of teaching, how doing the minimum is not an option for her like it might be for her colleagues. Taking that extra time to provide feedback that she is not sure ever get read by her students is important to her, even if there is no acknowledgement from her department or campus of the extra work (invisible labor) she performs. The third artifact she discussed was the bulletin board in her office where she keeps and displays artifacts that drive her and keep her motivated as an educator, for example letters of appreciation from students who have transferred, pictures with students at graduation and even a picture of her and the rest of the faculty at our CCFI. In

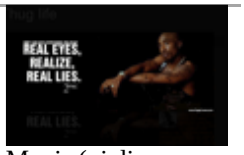
these artifacts is where Eva feels rewarded for the extra work, where she sees the outcome to her dedication and what motivates her during the times of uncertainty.

Table 10. **Faculty Artifacts**

Faculty Pseudonym	Artifact 1	Artifact 2	Artifact 3
Eva Cruz			
Lucas Smith	Smith Adventures Book of Family	The Price of the Ticket -by James Baldwin	Empty Journal
Erick			
Jacinta	Chopin- Nocturne Op.9 N0.1 Quote: "Life is happiness."		
Gustavo	Family photo	Books –"generic because my books change over time but I've always been a reader"	Stamp Collection- 21 volumes (collecting since the age of 8)
Sophia			
Isabella	Florence Symbol		

Isabella *Florence Symbol*



Abigail			 Music (violin Tupac)

Faculty leveraged their FTI into making connections to the identities of their student's. In doing so it was clear that there was a deep sense of care for the impact they would have in the lives of their students. As I explain bellow this sense of caring often went beyond academics and beyond faculty's roles as educators.

Pedagogies of Cariño

It became clear to me early during this study that faculty had multiple ways of earning the trust of their students. Mainly through interactions that showed genuine interest in the academic well-being and future of students. As I began coding the faculty interviews there were certain codes that I expected to see, for example I thought deficit thinking would be a recurring theme. What I found was the opposite, I found examples of *cariño* (what would vaguely translate to caring or affection). To me this was different from academic validation, as often times these acts were not necessarily tied to schooling or academics. Example of cariño were ways in which faculty showed interest in the lived experiences, life context and well-being of students. This

went above and beyond what would be required of them as educators and crossed in to caring for students at a human level.

As I began to look at literature for ways in which this might have been written about before, I was lead to a few key pieces that helped me define what I wanted to convey through this concept. Valenzuela (1999), introduced me to what she termed **politics of caring**, this was a reaction to how both teacher and students at her research site would state that the other "did not care" (p.6). The author explains that **caring theory** "addresses a need for pedagogy to follow form and flow through relationships cultivated between teacher and student," highlighting the importance of faculty-teacher interactions (Valenzuela, 1999, p.21). While Valenzuela's work focused on the experiences of high school students and teacher, the work is relevant to student-faculty relationships in community college as it addresses how students and teachers perceive each other, much like Cox (2009) writes about in *The College Fear Factor*. Valenzuela writes that often times teachers will show concern in "non-personal content" and not so often show concern with students' "subjective reality" (pg.22). As presented earlier, through examples in the student interviews, students felt that faculty perceived them as "taking the easy way out" or not trying hard enough and felt that some faculty cared little to know what their life was like outside of their responsibilities as students. Through genuine interactions that take into account students realities and not just their academic well-being, educators can begin to shorten the distance between faculty and students and begin to build trust. This is the difference between what Valenzuela explains as *aesthetic* and *authentic caring*, where in one faculty and institutions will value "things and ideas" or gives a superficial outwardly image of caring for students and their academic wellbeing, the other values a person's "dignity and individuality" (Valenzuela, 1999, pp.22-23, p.61). While the author does this through an explanation of the difference in how

teachers perceive and define education and how students of Mexican background perceive and define *educación,* the underlying message is the same, students will respond to a genuine form of caring that goes beyond a grade and that encompasses a wholistic view of who they are as people.

Bell hooks warns that to "speak of love in relation to teaching is already to engage a dialogue that is taboo" (2003, p. 127). Faculty fear speaking of love in relation to their students for multiple reason, getting "too close," "losing objectivity," "being too emotional," all contribute to the idea that students must be kept at a distance and that interactions should be limited to the academic (bell hooks, 2003). However, the author argues that for love to flourish educators should "nourish, both emotional and academic" aspects of their students' lives (p. 130). She defines love as "a combination of care, commitment, knowledge, responsibility, respect and trust (p. 131). In *Teaching to Transgress* (1994) bell hooks speaks to teaching in holistic manner that takes in to account all aspects of a student's life and wellbeing, in a way that teachers truly know their students, the challenges they face and resources they possess. This way of teaching can be discouraging for some educators as it required trust building and vulnerability. When all students are valued and when life context and experience is seen as assets this creates a learning environment conducive to learning, as bell hooks states "teachers, then, are learning while teaching, and students are learning and sharing knowledge" (2003, pp. 131-132).

Pedogogia del Cariño.

For the purposes of this study, I define pedagogies of cariño as **Trust building practices and interactions that are cognizant of students' life context and that go above and beyond what is required of educators, and that can help create an environment of inclusion and visibility for all students but especially those from marginalized communities.** These

practices and interactions go beyond the academic realm and take into account all aspects of a student's life, it is a willingness to learn about, recognize and provide support as needed for the challenges that students face.

Love, caring and cariño: multiple forms of caring for students in the community college classroom.

An example of what this looked like in the data comes from the first faculty interview with Carmen as she talks about the types of interactions she has with her students:

> I really try to also show my students I care about them. So, if somebody doesn't show up to class, or if I see somebody struggling, **I try to talk to them from a human level**… so that they see that it's not about them getting the grade but it's also about them developing as students, as people, as community members within the classroom.

Through this example we can see that Carmen has taken the time to get to know her students, she needed to have invested time and attention in to recognizing patterns, personalities and backgrounds to be able to notice a shift in the classroom environment. We can see here that Carmen does not automatically blame the student, she doesn't jump to conclusions such as they were not in class because they do not care, or they are struggling because they are not working hard enough, her concern goes beyond the superficial layer and addresses the human aspect. She knows that something is wrong beyond her students control because she has taken the time to get to know them, their work habits and their responsibilities outside of academia.

A second example comes from Abigail's interview, she discusses here what diversity means to her:

> I've met students who have special needs, disabilities, are homeless, have been hospitalized, have some type of food insecurity, of abuse, pregnancy... We call them

> disadvantages and things like that but that's just who they are. They just come from different walks of life…the lack of social equity, the battle takes place in the education system…we need to know how to be able to help these students and not just say, 'sorry, that's not my problem.'

During this interview, Abigail shared that she has taken the time to know her students but also to know her campus and resources. She goes beyond pointing students to services when they reach a crisis point, knowing that these issues are prevalent in her community and has constant reminders that services are available included in her pedagogical practices and interactions – regardless of immediate need.

The findings in this study went beyond what I expected. I was met with a complex reality of teaching for community college faculty, the intricacies of teaching in these contexts are many. The working conditions of faculty affected their performance in the classroom, the many policies and initiatives placed a burden on faculty rather than help in facilitation student success. However, despite the many obstacles faculty in this study faced before even making their way in to the classroom, their FTI and their Cariño for their students equipped them with tools to attempt an asset-based approach to teaching that values student lived experiences. What I learned through this study has many implications for policy and practice.

Chapter 6: Discussion and Implications

The findings demonstrate that teaching and learning in community colleges is a relational process. The relationships formed between professors and students are central to learning, it is these meaningful connections and interactions that impact a student's choice to persist despite the many obstacles. When students feel seen as more than bodies in seats but as human beings with complex lives and lived experiences, and when faculty are able to connect their own humanity to that of their students,' genuine change is possible. I begin this chapter with a reflection on my experiences in conducting this study. I continue with a discussion of the scholarly contributions of this study and how they connect to existing literature. I then, talk about ways in which the findings of this study connect to the theory as process presented in chapter 2. Next, discuss the connections between my findings and my research questions and how these developed in the research process. In addition, I present implication this study has on policy and practice for community colleges. I finish by providing examples of direction for future research.

Reflections on the Study

It was truly an honor to conduct this study despite its challenges. The faculty were extremely generous of their time and insight and they had a genuine interest in seeing the study move forward. The participants shared so much of themselves with me, including the connection to their students and to their love for teaching, so much so that at times they were moved to tears. However, this was balanced with the frustration they felt by how the system is structured, and how little power they felt they had along with the many responsibilities they held. Our interactions during the data collection process were short (an hour or two) and infrequent (a couple of times per semester) over the course of two years, but they were meaningful, each interaction allowed me to know more about the faculty both as professionals and as human

beings, what they shared with me went beyond their experiences in academia and I thank them for trusting me with the narratives of their lives.

This study set out to explore a territory that not many ventures to do, based on my experience as a community college student I knew going into the community college classroom would be a challenging task. As discussed in earlier chapters, little research is done on community colleges and even less on the classroom, however the classroom is a dynamic place to study, as it all comes back to what happens within those walls. Like most qualitative studies this was a long process, as no existing tools and protocols existed that would answer the questions I set out to answer in this study, and there were no studies to replicate or base my research on, much learning was done in the process. If I were to continue the work with this project or replicate the study, there are changes I would make and aspects I would be more cognizant of given what I have learned. First, while I knew that this would not be an easy task, I could not have prepared for the amount of data that was collected. This was a response to wanting to know as much as I could about something that we knew little about, it was also a result of how isolated the faculty felt and how willing they were to share their experiences. Many times, participants mentioned our conversation being the first time they talked about some issues or how therapeutic our conversations felt, almost as if they looked forward to the interviews as a way of unburdening themselves. What I thought would be 45-60-minute interviews ended up nearing 2 hours of conversation. While I do not regret having those lengthy conversations, as I believe they added to trust building and rapport, I think I would find ways to streamline the questions I asked or make use of our surveys in a more efficient way. Second, while the sample was quite diverse in teaching and educational backgrounds, in the subjects that participants taught and in lived experiences, the majority of my participants were faculty of color, this was

not reflective of national or state trends as most faculty are white, however even within this sample it was evident how race played a part in the degree of marginality. Last, it was quite difficult to navigate the multiple campus represented in the study, as each had its own characteristics, policies and climate. In future studies I plan to focus the work to one or two campuses, this would allow me to go deeper into the working environments and campus operations. The call for CCFI participants was sent wide, as the research team did not know the degree of interest it would yield amongst faculty, however having the range of campus experiences helped me understand that each campus is unique and the experiences of each faculty within those campus is also unique, yet it also allowed me to see commonalities across those unique experiences. The range of experiences helped me understand the plight of community college professors at all levels of marginality and agency, however streamlining strategies and tools would be most effective if focused to a single campus. An added benefit to focusing the scope of a future study would be to address the lack of community faculty currently work under, isolation was one of the finding in this study, it was difficulty for faculty to collaborate or find systems of support among like-minded colleagues, having a larger number of participants from a single campus would begin to create a community.

Scholarly Contributions

This study highlights the experiences of community college faculty as they attempt to apply an asset-based approach to teaching, and the contextual and working conditions that might impede this process. The findings echo what literature on student-faculty interactions has reported but also provides a nuanced view of interactions in community colleges, as this has remained an under studied area of research. Furthermore, the findings also find common ground with the literature previously discussed in this field, while also finding a space of its own. Most

importantly the coined concepts in this study bring commonly used terminology and ideology usually used in the K-12 sector into the realm of higher education, and bridges ways of conceptualizing the experiences of college students.

There is a wide range in literature addressing student-faculty interactions, however much of it centers the experiences of faculty and students at 4-years institutions (Kuh & Hu, 2001; Eagan, Herrera, Garibay, Hurtado & Chang, 2011). However, some of the finding from these studies can help us construct and idea of what this might mean for community colleges. For example, in Eagan et al. (2011) the authors assert that for the STEM majors that they studied, if students had made connections to their high school teachers this would be a significant predictor for the frequency of mentorship in college. This is significant because as Cox (2009) writes, community college students come into the classroom with a *fear factor*, many times having endured significant neglect in their previous educational experiences, thus, the likelihood that community college students will benefit from this significant predictor is not likely. Furthermore, the authors also found that feelings of isolation or disconnect from campus life led to less mentorship. Again, community college students do not experience campus life in the same way that most 4-year students do, most often not engaging in traditional ways. Additionally, the authors found that the more selective and institution the more frequent the mentoring interactions with faculty would be (Eagan et al., 2011). Community colleges are open institutions with virtually no selectivity, therefor this finding would not likely be a positive one for community college students. Further, more frequent mentorship interactions with faculty happened when students felt that "faculty cared about them as individuals" or showed an "ethic of care." As discussed in the concept of cariño, caring for students in a fundamentally human way can have positive effects on student experiences. Kuh and Hu (2001) found that "student-faculty

interactions encourage students to devote greater effort to other educationally purposeful activities in college," it is unclear what this would mean for community college students, but it highlights a potentially positive effect of interactions between faculty and students (p.329).

A study that does highlight the experiences of student-faculty interactions at community college by Fairlie, Hoffmann and Oreopoulos (2011) found that racial/ethnic match between students and faculty could potentially close the educational achievement gap. The authors found that for African American students and Latinx students both benefited from having same race professors (Fairlie et al., 2011). Furthermore, the study concludes that the academic achievement gap between white and underrepresented minority college students would decrease by hiring more underrepresented minority instructors (Fairlie et al., 2011). I value the contribution of this study and agree that more faculty of color should be hired at community colleges, however, this is not the reality for the faculty body on community college campuses across the nation. Thus, it is a good goal to have, but it does not address ways in which the current student and faculty populations might interact in positive ways.

Connecting Findings to Theory

In this study, I proposed that by not ignoring race/ethnic mismatch, but rather by addressing these differences through a reflective process that acknowledges the lived experiences of faculty and students, meaningful interactions can take place. The Funds of Knowledge and Community Cultural Wealths, that both students and faculty bring in to the classroom serve to bridge the gap between difference in race/ethnicity, life experience, learning styles and levels, and help to counterbalance the barriers to persistence when adapted in to the classroom through an asset-based form of teaching. Funds of Identity and Funds of Teaching Identity, become crucial in the self-reflective process (see Figure 4 in chapter 2) that can bring the faculty and

students closer together as they are able to understand themselves and others better. Likewise, Validation and Cariño play a significant role in building trust and recognizing each other's struggles on a human level. These all play role in moving towards faculty-student interactions that facilitate meaningful connections to learning. As stated in the findings section, the *College Fear Factor* persists beyond the student role, if there is no intervention, no reconceptualization of what it means to teach and learn we will keep on replicating the problematic practices that have plagued the education system for so long (Cox, 2009).

Important scholarly contributions from this study are that it brings scholarly work most commonly used in the K-12 sector in to higher education and it also uses frameworks previously used to analyze students, to analyze faculty. This sets a precedent on how these theories and frameworks can be applied, bringing a new set of terminology with which to analyze the experiences of college students and faculty. For example, the politics of caring (Valenzuela, 1999), teaching from a place of love as bell hooks writes of (1994, 2003), and even Funds of Knowledge (2005), have most commonly been used to discuss experiences of students in the K-12 sector. Similarly, frameworks such Funds of Knowledge, Funds of Identity and Community Cultural Wealth have generally been applied to the analysis of students, by using these frameworks for the analyses of the experiences of educator, we get closer to better understanding the experiences of educators.

Connecting Findings to the Research Questions

It was clear to me from the onset of this study that before I could access the strategies used by faculty to learn about their students' funds of knowledge and community cultural wealths and how they include them in their pedagogical practices (RQ1), I would first have to understand the teaching context and the barriers to implementation (RQ 2).

While strategies and pedagogical practices did emerge in the data that pointed to ways in which faculty attempted to adapt an asset-based pedagogical approach, first I would have to understand the working conditions of faculty. Many of the examples on strategies for accessing an activating students FK and CCW came from the trust building strategies that faculty used. Without first building trust and showing genuine care it was difficult for the faculty to access students lived experiences. It was important for faculty to show vulnerability and share of themselves before assuming that students would share with them. A clear way in which faculty built trust was by showing cariño, and putting forth the effort to get to know students in deep but subtle ways, such as remembering their names, their attendance patterns, and providing safe spaces and being open to conversation that went beyond just the academic. Other faculty used more direct ways such as issuing a survey to gather data on student characteristics and backgrounds or including interactive games or polling during their lectures. Other faculty chose to include strategies in the assignments, such as conducting family interviews and histories.

However, because faculty were limited in how they could develop their teaching practices it is difficult to expect practices to be fully fleshed out. As state earlier, faculty function in isolation with little to no support from their peers or institutions on how to develop their craft. For the most proactive faculty like Eva, who attended as many profession development opportunities as she was able to, it was still a piecemeal experience, learning about one strategy here and one there, leaving it to her alone to make sense of how or if they fit together. For others like Abigail, attending professional development activities would prove to be counterproductive. For this reason, it seemed a disservice to focus on strategies being used by faculty knowing that they had little opportunity to give and receive quality feedback and input on their teaching practices. And so, this study focused on the second research question,

understanding the teaching context and working conditions for community college faculty. To restate the findings as they connect to the second research question, faculty work in isolating conditions with little opportunity to learn about or develop ways in which to adopt an asset-based approach to teaching. Furthermore, faculty are required to perform a substantial amount of work outside of the classroom, this invisible labor takes valuable time away from the classroom, further limiting faculty's opportunity to work on their teaching practices. Last, there exists a cultural mismatch between faculty and students at community colleges which according to research (Fairlie et al., 2011) can have negative implications for students of color, as suggested by this study engaging in a self-reflective process that includes FK, CCW and FI, faculty can begin to engage in introspection that can lead to validating and valuing students lived experiences and incorporating them in their pedagogical practices, leading to student success in various forms.

Implications for Policy and Practice

All researchers hope that theirs studies have a positive impact on those that we research, that with every study we move closer to figuring out another piece of the puzzle that might reveal a clearer picture. The hopes that I have for the findings in this study are for both policy and practice. During the time this study took place a number of policies and initiatives were put in to place in the California Community College system, many of which moved away from the theoretical and ideological foundations of this study, while well-intentioned and aiming to solve genuine problems that have plagued the sector for many years, these policies fail to see the negative impact they will have on the lives of both faculty and students. As discussed earlier policies like AB 705 and Guided Pathways are myopic in their views on how they address students and their learning process, my hope is that the chancellor's office hears the plea of the

FACCC and uses their insight and expertise if they are truly to make student-centered policy that addresses issues of equity and success, a central way to do this is to focus on the classroom. This study is an example of the dynamic spaces classrooms can be, of the meaningful interactions that happen between faculty and students and how these can lead to various forms of success. It is an example of how connecting content to students lived experiences can draw students into the learning process and how by using their most valuable assets, faculty and students, colleges can see increased success and outcomes. Rather than try and "fix" community college students and continue to see community colleges as less than or as not measuring up, we need to devote time, effort and resources into understanding what makes them unique. Despite their negative connotation, the prolonged time to completion, the difficulty in navigating this system and the leaks in the pipeline, students keep on committing to attend community colleges. Students turn to these institutions with high hopes and dreams for themselves and their families, they beat the odds when they transfer, and they hold their heads up high as they persist in taking courses year after year. Community college students are resilient, they are persistent, they are committed to themselves, their communities and their families, it is time that we as researchers and policy makers make a commitment to them. This sector of higher education is unique, it does not function like the 4-year sector, the student needs and assets are not the same, we must develop theories, models and studies that work for community colleges that work in theory and in practice.

Teaching in higher education is a difficult skill to master, it takes time and effort to work through different approaches and challenges. It is also a skill that professors learn on their own, professors are rarely taught how to teach and so they teach how they were taught, many times this means that the same faulty pedagogical practices are carried across generations of educators.

Taking the time to try new approaches, to adjust them, to adapt them and make them one's own can be a difficulty and lengthy process. This process requires a community of support to that observes, provides feedback, and engage in discussion towards the improvement of teaching practices. Teaching and learning is the reason that institutions of learning exist, it is where the focus of any college should rest, this is a skill that needs to be fostered and valued. From this study I learned that faculty perform a large number of unpaid labor outside of the classroom, this labor takes time away from their teaching, from developing their skills, their delivery, their engagement, and form reflecting on their pedagogical practices. This study provides insight in to the working conditions of community college faculty and how these impact their quality of life and their ability to teach at the best of their capability. While faculty experiences range by level of marginality, all faculty felt that time to develop teaching practices was not a priority of their departments or campuses. Some noted that the quality of teaching seemed less important than the quantity of students being taught, with campuses seeking multiple levels of revenue such as online teaching, teaching in high schools, increasing international student populations and so forth; however, the most basic form of teaching, the person to person in class interactions have not been perfected or prioritized, moving into teaching these different student populations seems unrealistic in terms of success. The theory and approach to teaching and learning presented by this study is not the ultimate solution, it is but one option, one example of what is possible if the community college classroom when it is given the importance it deserves.

The most important implication for practice is the need to reimagine what professional development can look like for community college faculty. As highlighted in this study, faculty feel isolated in developing their teaching practices, and feel they received little to no support from their peers and institutions. Professional development for community college faculty must

include a community of support, truly safe spaces where faculty can reconceptualize what teaching and learning mean in their context. It must provide practical tools to access and activate students lived experiences in ways that connect to contentment and make meaningful connections to learning. Institutions need to prioritize teaching and learning above bureaucracy and find ways to compensate the out of class labor that faculty perform.

Future Research

This study was my first step in recognizing the potential of the community college classroom, and in exploring the community college's most valuable assets, its faculty and students. While this study provides valuable and nuanced data on what asset-based teaching and learning represent in community colleges, there are still many questions unanswered and ways to continue the work. I was fortunate in that the vast majority of participants were open to take on an asset-based approach to teaching and the use of funds of knowledge was something that to a degree they were already practicing in their classrooms, with the exception of one participant there was little pushback on the theory or methods discussed during our meetings, this however is not the norm. Future research would take what I learned here and adapt it to include faculty that might not be as open or familiar with this approach to teaching. Deficit thinking is still quite prevalent in education, it is in the foundation of much of the pedagogical practices passed down from one generation of educators to the next. The purpose of this approach must connect the educator and their practices to student outcomes and success, in whichever form these might mean for students. I was also very fortunate that participants for this study agreed to share their time and insight with no incentive, however the amount of time, effort and labor that they dedicated to their continued support was definitely worthy of compensation. If this project were to continue or if additional studies are conducted, it would be ideal for funding to be secured so

that the time faculty spends in developing their pedagogical practices is compensated and seen as valuable. Last, I believe that there is much to learn by incorporating student voices, while there was an attempt to do so in this project through the in-class observations and student interviews, further work needs to be conducted in this area. All the work from faculty ultimately comes down to what the students take away, and so this is an area I feel could be strengthened through additional in-depth study.

The original study on FK by Gonzalez et al. (2005) that this study borrows from, produces a "Sample of Household Funds of Knowledge" for the community it studied, the larger CCFI study set out to do the same for community college, however we quickly realized that this was something that could only happen with further research. It might seem trivial to have a list of what we believe are the funds of knowledge that community colleges hold, however, there is value in documenting these types of findings. First, it is a way to streamline the importance of this work to practitioners in community colleges, those who might not have the time to read through pages of a study will find value in concrete examples of what taking on this approach represents and can make a difference in them agreeing to adopt it. Second, it begins to shift the negative connotation that for so long has been attached to community colleges, by instead of seeing these institutions as lacking, we begin to create a narrative of positivity through the assets that they hold, we can begin to turn the conversation and begin to assign value to what is associated to this sector.

Conclusion

Community colleges are an American invention, our great experiment in higher education, were anyone can become anything they envision to be, where no one is discriminated by their passed educational history and where all are accepted. These open access institutions

take on students from all walks of life at all learning levels, these institutions represent upward mobility for members of marginalized and disenfranchised communities, they provide hope where much hope has been lost and second, third and fourth chances for those who have experiences life challenges that deviated them from their educational aspirations. They are asset filled institutions where many students reach their goals and find varying forms of success, they draw individual that have been wronged by their K-12 education and test their resilience and persistence, their *ganas* and grit. However, this is still a flawed system, there are multiple leaks in the pipeline, multiple ways of losing students and little is being done to correct this. The current administration of the California Community College Chancellor's office has done little to move towards increased student success in ways that address the everyday realities students face, their multiple policies and initiatives have not taken faculty input in to consideration and thus have little chance of attaining the outcome desired. Until the chancellor's office, college districts and individual institutions make a commitment to devote time and resources to teaching and learning they are bound to repeat the same mistakes of the past. Taking a ground up approach, a practical approach, one that is founded in practice and not solely in theory is an imperative way of making systemic change. This approach must honor the human component to learning, the relational connections, and recognize the wealth of knowledge that exists in classrooms through lived experiences.

Appendices

Interview Protocols

Faculty Interview Protocol (First Interview)

Community College Faculty Institute Cohort 1

Fall, 2017

Let me get to know you a little better and ask a few general questions about you and your experience teaching at a community college.

Background

1. How long have you been teaching? What institution(s) do you currently teach at?
2. What subject(s) are you teaching (have taught)?
3. How did you decide you wanted to teach at a community college?
4. What is your teaching philosophy?
5. How many years have you been teaching at a community college?
6. What are three adjectives that you would use to describe your teaching experience so far?
7. How would you describe your teaching style?
8. What do you think is the purpose of community colleges is amongst other types of institution in higher education? How do you think community colleges serve/meet social needs?

Interactions

9. Tell me about the interactions with your students, where do they most frequently take place? (in-class, office hours, after/before class?)
10. When having one-on-one interactions what types of questions are the students asking? What type of conversations are you having with your students?
11. What type of challenges do you face in your interactions with students, if any?
12. Tell me what a typical day on campus is for you.

Diversity/ FK

13. What does the term 'diversity' mean to you?
14. Tell me about the diversity in your classroom(s), have you noticed an increase/decrease in diversity since you began teaching?
15. Is diversity something you think about when planning for your class/classes? Do you feel that there are ways that your student diverse backgrounds can be incorporated into your classroom practices?
16. What is something you have learned while at the summer activity that was interesting/useful to you? Or What is something that you hope to learn about while at the summer activity?

Validation

17. How do you provide your students feedback on their work? (written in work, letter grade, discussion, in class conversation)
18. Tell me about a typical day in your classroom.

19. Are student educational goals part of your conversations/interactions with your students?

Follow up – Interviews and Observations

20. In an effort to better understand your experiences as community college faculty, the research team plans on making this a continuing study. Would you be interested in participating in discussion groups with the research team and other faculty over the summer, and/or in participating in a follow-up interview in the fall semester and allowing in-class observations?

Faculty Interview Protocol (Second Interview)

Community College Faculty Institute Cohort 1

Winter/Spring 2018

After your participation in the summer institute you have now taught for a semester, let's talk about what that semester was like for you.

Background

1. What subject did you teach during fall semester and at what institution(s)?

   Have you taught these courses before?
2. Using three words, how would you describe your teaching experience during fall semester?
3. How would you describe your current teaching philosophy? Has it changed since we last spoke?
4. Were there any goals you set out for yourself during fall semester? If so, what were they? Were they met?
5. Did you make any changes in your teaching of these classes? How and why did you make these changes?

   (syllabus, organization, content, communication with students, activities)
6. How were you challenged this semester?

   (in teaching, with students, with administration, with other faculty)

   What strategies did you practice as you worked through these challenges?

FK/CCW

7. Did you find opportunities to incorporate FK and/or CCW into your teaching during fall semester? How were you able to incorporate them? What did you find helpful in making these changes?
8. Did you have any challenges in incorporating FK and/or CCW into the class? Can you tell be about those challenges?
9. Were there FK and/or CCW that you recognized this semester that you maybe didn't identify before? OR What forms of FK and/or CCW did you recognize this semester?

Was that different from other semesters? Or How did you recognize students' different FK and/or CCW during fall semester? What are some of the FK/CCW that you identified fall semester? What tool to you think your students use to be successful in the/your classroom?

10. Did you see a change in student learning from the changes you made? How? What did this look like?
11. What did you learn from teaching this semester? Reflecting back on fall semester, how would you change your teaching practices?

Context

12. What are some systemic challenges you face? What are your greatest barriers in teaching? How have barriers affected your teaching?
13. How did your department or peers support you during fall semester? Are there ways in which they can best provide support for your teaching?
14. What are 3 things you would ask from administration or academic senate (or folks who are charged with professional learning) to support you in your teaching?
15. Is there anything I didn't ask you about today that you would like to share about your teaching experience this semester?

Faculty Interview Protocol (Third Interview)

Community College Faculty Institute Cohort 1

Spring, 2018

Prior to Interview

For this interview I ask that you identify 1-3 artifacts that represent who you are (how you see yourself) at this moment in your life. These artifacts can be anything you wish them to be; you might choose items that represent how your thinking was shaped around a certain topic, how a certain philosophy took shape, you might even choose a picture (of something or someone), it is up to you.

During Interview

Tell me about the artifacts you chose. Why were they chosen? What do these artifacts represent in how you see yourself becoming the person you are today?

Observation Protocol

COMMUNITY COLLEGE CLASSROOM OBSERVATION (CCFI) FORM Methodology

INSTRUCTIONS:

- Use a Pencil when filling out the form.
- Arrive 15 minutes before class to **score BEFORE CLASS** section. Stay 15 minutes after class to **score AFTER CLASS** section.
- **Scan the classroom interactions and behaviors** rather than focusing on any particular individuals in the space. Consider instructor/student interactions as well as student/student interactions AND student behaviors **but focus on instructor behaviors**.
- **Decide whether or not a behavior was observed** during the course of the observation and then **to what degree** it occurred **AT THE CLASSROOM LEVEL**.
- Always BEGIN ratings at **10 minutes into the class** and then in **20-minute intervals** until the end of class. FOR EXAMPLE:
    - 1hr 15 mins., class: Start ratings at 10 mins., 30 mins., & 50 minutes (THREE total ratings)
    - 2hrs 30 mins., class: Start ratings at 10 mins., 30 mins., 50 mins., 70 mins., 90 mins., & 110 minutes (SIX total ratings)
- **Make your map of the classroom** during the first 10 minutes of the class.
- How to observe **20-minute intervals**:
    - First 10 minute segment
        - Begin with behavior on/off task count (1-2 mins.)
        - Observe classroom for remaining time (8-9 mins.)
    - **Second 10 minute segment**
        - Score corresponding CCCO section and add any relevant notes
- In between the rating periods, **please take ethnographic notes**. Fill in your notes after class and type up your ethnographic notes within 3 days of doing your observation.

RATING SCALE

Read each behavior descriptor (1-5) carefully to determine rating. Start by considering the center anchor and then assess whether the classroom looks more like the high (5) or low (1) anchors. If behaviors are between the extreme and center descriptors, then select the middle high (4) or middle low (2) as appropriate.

CLASS DESCRIPTIVE INFORMATION

Date of Observation: _____ Observer:

_____

Campus: _____ Instructor:

COURSE NAME:

❍***Semester*** ❍***Year-Long*** ❍***Term: _____ (list weeks in term)***

❍***Fall*** ❍***Winter*** ❍***Spring*** ❍***Summer***

Scheduled length of class session: _____ Actual length class met:

_____

# of times/week class meets: ❍**1X** ❍**2X** ❍**3X** ❍**4X** ❍**5X**

Type of course: (check ALL that apply):

ACADEMIC (OR TRANSFER-CREDIT)	***CAREER TECHNICAL EDUCATION (OR WORKFORCE DEVELOPMENT)***	***BASIC SKILLS AND/OR REMEDIAL (OR NON-CREDIT)***
Social Science	Agriculture Education	***Reading***
Arts and Humanities	Business and Marketing	***Writing***
Mathematics	Health Careers Education	***English as a Second Language***
Life Sciences	Home Economics	*Other: _____*
Business	Industrial and Technology Education	
STEM	*Other: _____*	
Other: _____		

Instructor Demographic (check ONE for each category):

Gender Identity:	Race/Ethnicity Group	Age Group:
Male	American Indian/Alaskan Native	18-34
Female	Black/African American	35-39
Other:_____	Asian	40-44
	Filipino	45-49
	Latino	50-54
	Pacific Islander	55-59
	White	60-64

Two or More Races 65-69

Unknown: _____ 70+

STUDENT DEMOGRAPHICS (estimate/ percentage of)

Gender Identity:

- Male
- Female
- Other:_____

ace/Ethnicity Group

- American Indian/Alaskan Native
- Black/African American
- Asian
- Filipino
- Latino
- Pacific Islander
- White
- Two or More Races

Age Group:

- >18
- 18-21
- 21-30
- 31-40
- 41-50
- 51-60
- 61+

TRACK NUMBER OF STUDENTS WHO ARRIVE BEFORE CLASS BEGINS:

_____

[*provide tally]*

TRACK NUMBER OF STUDENTS WHO *ARRIVE AFTER* CLASS BEGINS:

_____

[provide tally]

TRACK NUMBER OF STUDENTS WHO *LEAVE BEFORE* CLASS IS DISMISSED:

_____

[provide tally]

TRACK NUMBER OF STUDENTS WHO *STAY AFTER* CLASS IS DISMISSED:

_____

[provide tally]

Start of Class

Is the instructor in the classroom before class starts? Where is the instructor coming from?

(teaching another class, office hours, another campus, meeting on/off campus)

Does the instructor greet the students at the beginning of the class?

Does class begin promptly or is there room for conversation before class? (between instructor/ student and/or student/student)

How does he/she begin class? (Icebreaker/Check-in/Warm-up/etc.,)

Does the instructor bring anything into the classroom not directly class related? (food for students, books to share, artifacts of any sort)

Does the instructor bring anything into the classroom that is class related to clarify or illustrate a point? (music, art, books, photographs, artifacts of any sort)

How does the instructor introduce the information (or an agenda) that will be covered during class?

Does the instructor review the topics that were covered in the prior session?

Are students expected to have read before class? If so, how does instructor address those that have not read? (reviews readings/recaps readings so that all students can participate in discussion, singles students out for not reading, assumes all students have read and proceeds with class as planned)

STRUCTURED ETHNOGRAPHY

GOAL: Describe the Classroom Environment

1. How would you describe the overall socio-emotional climate in the room (e.g., tense/relaxed; hostile/empathetic; disengaged/engaged; anomic/cohesive; competitive/collaborative)?

2. Are there discernible social groupings in this class?

❍ No ❍ Yes If so, how would you characterize the groupings?

3. What is the nature of the interactions between the groups? ❍ Not applicable

4. How do the groupings appear to relate to engagement and disengagement?

5. Are there students who use non-English to talk to each other?

❍ Yes ❍ No Describe and if so, how do the instructor and other students respond?

6. Describe the class seating arrangement (i.e. auditorium-style, rows, circle, around a table, etc.):

7. How do the students arrange themselves relative to one another and to the professor?

8. Where does the instructor stand/sit relative to the students?

9. How does the instructor use and move around the class space with ease?

10. Describe the classroom size/space in relation to number of students the space (e.g., crowded, too dispersed)?

11. Describe Class Conditions (also note if faculty or students comment on conditions such as "*this projector never works"*:

Technology (e.g., projector, cables, phone):

Other Material (e.g., black/white board, chalk, marker):

Noise/Acoustics (e.g., acoustics; distractive background noise):

Lighting (e.g., natural light; florescent; good quality; dark):

Room Temperature (e.g., too warm; too cold; just right?; usage of AC)

Classroom Walls:

Classroom cleanliness & state of repair/disrepair (i.e., floors, garbage):

Other relevant space issues: ❍**No other relevant space issues noted**

12. If the instructor offers a break in the class, what happens in the classroom during that time? What is the instructor doing during the break? What about the students? Describe this time. ❍**No break offered**

13. Taking everything into consideration, in what ways is this class conducive to learning and in what ways is it not?

14. Additional comments?

↓Draw room layout at start of class↓ **Draw room layout if set-up changes for class activity↓**

Content of Course and Application of Funds of Knowledge

- Does instructor identify students by their names? What does the instructor know about his/her students?

- Are students expected to have read before class? If so, how does instructor address those that have not read? Are terms defined by instructor?

- Does Instructor encourage students to contribute to the discussion? How? Why?

- Does Instructor recognize and draw on background, knowledge, and experiences of students in the class? HOW? WHY?

- In what ways Does instructor acknowledge and validate students' lived experiences? HOW?

- Does instructor give students opportunities to talk about their educational goals? How?

- Does Instructor give students opportunities to reflect on learned content? Give specific examples

- Does Instructor use current events to contextualize course content?

- Does Instructor often scaffolds student learning by connecting course materials to students' lived experiences? How?

- How does the instructor integrate students' comments/concerns into the content of the class?

- Are there opportunities for students to share aspects of their experiences during class? If so, is it made clear that these opportunities are there?

- Does the instructor encourage participation from all students? What is the instructor's demeanor as students participate?

- Is codeswitching encouraged/valued/incorporated? How?

Does Faculty Member share knowledge/experience based on:	Does Faculty Member share knowledge/experience based on:	Why and how was knowledge/experience shared?
• Ability/disability status • Age • Citizenship status • Commute/Transportation • Housing (apartment, house, homeless) • Gender/Gender identity • Military/Veteran status • Political beliefs • Race/ethnicity • Religious/spiritual beliefs • Sexual orientation • Socioeconomic status/class • Status as parent/guardian • Employment	□ Ability/disability status □ Age □ Citizenship status □ Commute/Transportation □ Housing (apartment, house, homeless) □ Gender/Gender identity □ Military/Veteran status □ Political beliefs □ Race/ethnicity □ Religious/spiritual beliefs □ Sexual orientation □ Socioeconomic status/class □ Status as parent/guardian □ Employment	

Does instructors bring community into the classroom? Or seem familiar with surrounding community (community leaders as guests, makes references to community spaces/community locations, diverse community players, has a sense of history of the campus/community around the campus

How does instructor foster a sense of community in the classroom? (e.g., community agreements, safe/brave space)

Does instructor provide procedural information? (e.g., deadlines about financial aid, campus resources such as CalWorks or DSP&S)

End of Class

Does discussion carry to the end of class, or is there a "winedown"?

Does instructor summarize lesson, connect to previous lesson, and look ahead to next lesson?

Does the professor hold class for the entire scheduled time? If no, why? (gives time for students to ask individual questions/ impromptu office hours, allows students to leave as they finish assignment)

Is there an opportunity for students to meet with the instructor after class? If so, where and for how long? (in classroom, in office, in parking lot, in coffee shop/cafeteria…)

Do students leave immediately after class is over or do they linger? Do they talk to each other/instructor?

What is something that you did not see? Are there things you expected to see and did/didn't?

How accessible does the instructor make him/her self? What are the diverse forms of communication provided by the instructor? Does he/she make these known? Do students know how to contact their professor? (email, text, office hours, phone, skype…)

STUDENT "ON-TASK" & "OFF-TASK BEHAVIORS"

Instructions: ***Provide tallies for ALL of the questions and tables below.***

	"On Task Behaviors "	**"Off Task Behaviors"**
TIME **_____** **(am/pm)** **TOTAL # of Students in Class _____**	What is the class activity? • _____ **TALLY** # of students engaged in "on-task" behaviors? ◉ _____	• Texting/Looking at phone _____ • Earphones in/listening to music _____ • Conversations unrelated to class _____ • Sleeping /head on desk _____ • Passing notes _____

		• Actively disruptive _____ • Other _____
• Class Activities Codes	**CA1=Lecture; CA2=Instructor-led discussion; CA3=Assessment (quiz/test); CA5=Hands-on practice (going to the board/worksheets); CA6=Experiential learning (science labs); CA7= In-class writing; CA8=Student computer use; CA9=Small group/pair work; CA10=Student prepared presentations; CA11=Other (specify)**	
◉Examples of "ON –TASK" Behaviors	**Taking notes; Looking at instructor/board /screen; Doing assigned work; Participating in group work; etc.**	

Context of "Off-Task Behavior":

Describe the situation:

How does the instructor react to "off-task" behavior(s) or situation(s):

CLASS ACTIVITIES: **Pick up to 4 activities** you have seen during your ENTIRE observation and rank order them based on their frequency during the class period. Estimate the percentage of class time spent on each activity ranked.		
ACTIVITY *Note: If there is only 1 activity, pick 1; if only 2 activities pick 2, etc. up to 4 activities max!*	**RANK ORDER** 1=most frequent 4= least frequent	**Notes:**

	(include percentage time and/or time count)	
CA1. Lecture		
CA2. Instructor-led discussion		
CA3. Assessment (e.g., quiz/test)		
CA4. Review (e.g., homework/assignment)		
CA5. Practice (e.g., board/worksheets)		
CA6. Student-centered learning (e.g., science labs, using real-life problems))		
CA7. In-class writing		
CA8. Student computer use		
CA9. Small group/pair work		
CA10. Individual work		
CA11. Student-prepared presentations		
CA12. Instruction giving		
CA13. Administration (i.e., assign homework, return tests, etc.)		
CA14. Other (e.g., announcements or waiting)		

INSTRUCTION		
	Scale	Notes: [Please describe]

Authoritative Content Delivery	1	2	3	4	5	
Engaging	1	2	3	4	5	
Learning Organization	1	2	3	4	5	
Classroom Management	1	2	3	4	5	
Attunement/Responsiveness	1	2	3	4	5	
Fairness/Inclusion	1	2	3	4	5	
Evidence of Funds of Knowledge	1	2	3	4	5	

Guiding Questions:

Are there assumptions being made about what the students should know/ don't know?

Does the instructor present clear instructions/expectations during class?

Rubric for Instruction:

INSTRUCTION		
1 **2**	**3**	**4** **5**

1. Authoritative Content delivery ➢Instructor appears hesitant or lacks confidence in delivering class material. • Academic explanations may be brief, incoherent and have poor examples. • Instructor avoids answering or answers questions with hesitation, and/or lack of confidence. Or instructor rambles off topic at length.	**Authoritative Content delivery** • Instructor delivers class content with adequate authority & clarity. • Academic explanations may be brief, and with some relevant examples. • Instructor addresses student questions with some elaboration and limited rambling off topic.	**Authoritative Content delivery** • Instructor delivers class content with impressive authority & clarity. • Academic explanations expand on initial delivery of material and on readings and are grounded in examples. • Instructor responds knowledgably (at length and with confidence) to student questions. Instructor does not ramble off topic.
2. Engaging	**Engaging**	**Engaging**

• Instructor engages with the class with very low energy, eye contact, low voice. Does not look very happy to be in classroom teaching.	• Instructor engages the class with moderate energy. It is clear that the instructor is neutral or at times slightly excited about being in the classroom. Affect/tone of voice is neutral, appropriate, and not negative.	• Instructor engages the class with excitement and passion. It looks like the instructor is happy to be in the classroom, interested in his/her content, and teaching what he/she is teaching. Energy of the instructor is very high.
3. Learning organization • Instructor does not use teaching tools or uses unsuitable teaching tools (i.e. no use of visuals, materials to provide lecture/instruction support). • Materials, activities and discussion do not relate to class objectives or there may be no pre-pared materials to support the lesson.	**Learning organization** • Instructor uses some teaching tools although some tools may unsuitable for the learning objective(s).	**Learning organization** • Instructor uses particularly engaging and suitable teaching tools such as well-prepared presentations, visuals, and use of technology, well-structured lessons. • Materials, activities, and discussion relate to clear learning objectives. After the class you can say "This is what the students should

• There may be no clear objectives. Objectives were clearly not met. • Instructor appears unorganized, seems distracted and there is a lot of 'lag time' between activities. • Instructor digresses a lot and does not stay on the topic/content to be covered.	• Materials, activities, lecture and discussions relate to objectives, but objectives may not be very clear, or the objectives may not be fully met. • Instructor is generally organized, but there may be some portions of class time that are unorganized or lack scaffolding; some lag time. • Instructor is generally focused on the content to be covered at hand	know/ be able to do" by the end of the class and there is evidence the students accomplished this to some extent. • Instructor is very organized: activities flow in an organized manner, there is evidence of scaffolding; no lag time. • Instructor is very focused on the content to be covered and there are minimal digressions noted. When digressions do happen the instructor is able to bring the class back to the topic at hand very easily.

	and there are some digressions. It is somewhat challenging for the instructor to come back to the topic at hand.	
4. Classroom management • Instructor does not use appropriate techniques to deal with disruptions and manage classroom behavior effectively (i.e. ignores or is disrespectful) • Instructor ignores most (8 out of 10 or more) of the students in the class and does not call on students.	**Classroom management** • When disruptions occur, instructor uses appropriate techniques to respectfully deal with disruptions that may arise. • Instructor calls on some students (1 out of 3) and tries to engage them but this may not be consistent.	**Classroom management** • Disruptions either do not arise or instructor is highly effective in managing potentially disruptive classroom behavior effectively as issues come up. • Instructor repeatedly reaches out to all students and does not "ignore" those who are not on-task.

5. Attunement/Responsiveness	**Attunement/Responsiveness**	**Attunement/Responsiveness**
• Instructor never scans the room to check for student understanding, comprehension, mood. • Instructor does not appear to know what his/her students' needs are and it is observed that he/she is oblivious. e.g., if students seem to not understand the material or look confused, instructor does not deviate in instruction; or during group work the instructor does not walk around to check in with groups that may need assistance or appears removed from the class. • There is no evidence that the instructor is differentiating materials or tasks – gives same task to all students at all times.	• Instructor occasionally scans the room to check for student understanding, comprehension, mood. • Instructor is variably in tune with the needs of his/her students. e.g., instructor is sometimes able to catch that students may not understand the material and adjusts instruction or activity accordingly; instructor may not be able to,	• Instructor frequently scans the room to check for student understanding, comprehension, mood. • It is easily observed that the instructor knows his/her students and matches the needs of the classroom. (e. g., if it appears that students are not understanding the material, instructor is able to pick up on that and adjusts instruction or activity; or if it appears that some students are getting too involved in a certain topic or debating with each other, while others are getting left behind, instructor is able to see that and steer the discussion during lecture time. During group work instructor appears to be aware how to meet students' needs evidenced by attending to groups consistently. • Strong evidence that instructor is differentiating materials or tasks – activities are structured so that different types of students can engage

	most of the time, observe and intervene in a classroom situation in which students may be getting frustrated with each other. During group work it can be evidenced that instructor may assist some groups but this may not be consistent. • Some evidence that instructor is differentiating materials or tasks – may adjust tasks or instruction to serve different needs of the	at the level they can; some thought to the diversity of the class both culturally, linguistically, etc.

	students (e.g., Provides more challenging materials or intervenes if some students are struggling or confused)	
6. Fairness/Inclusion • Instructor contributes to the exclusion of students in discussion, activities or unfair reprimands. • Instructor is authoritarian and actively discourages student control of activities or learning • Hostility or sarcasm is detected.	**Fairness/Inclusion** • Instructor does not contribute to exclusion, but does not make any marked efforts to include excluded students either. • Instructor is in control of classroom, but is not overly authoritarian.	**Fairness/Inclusion** • Instructor actively encourages the equal participation of all students. • Classroom has a 'democratic' atmosphere; instructor sets ups activities in which students are sometimes in control, lead or make decisions about their learning.
7. Evidence of Funds of Knowledge	**17. Evidence of Funds of Knowledge**	**17. Evidence of Funds of Knowledge**

• Instructor does not identify students by their names • Instructor discourages students from contributing to the discussion • Instructor does not draw on background, knowledge, and experiences of students in the class • Instructor invalidates students' lived experiences • Instructor never gives students opportunities to talk about their personal and professional goals • Instructor does not give time/space for students to reflect on learned content • Instructor does not mention current events • Instructor does not attempt to scaffold student learning by	• Instructor sometimes identifies students by their names • instructor at times encourages students to contribute to the discussion • instructor sometimes recognizes and draws on background, knowledge, and experiences of students in the class • Instructor sometimes acknowledges	• Instructor often identifies students by their names • Instructor often encourages students to contribute to the discussion • Instructor often recognizes and draws on background, knowledge, and experiences of students in the class • Instructor often acknowledges and validates students' lived experiences • Instructor often gives students opportunities to talk about their personal and professional goals • Instructor often gives students opportunities to reflect on learned content • Instructor often uses current events to contextualize course content • Instructor often scaffolds student learning by connecting course

connecting course materials to students' lived experiences	and validates students' lived experiences • Instructor sometimes gives students opportunities to talk about their personal and professional goals • Instructor sometimes gives students opportunities to reflect on learned content • Instructor sometimes uses current events to contextualize course content	materials to students' lived experiences

	• Instructor sometimes scaffolds student learning by connecting course materials to students' lived experiences	

Debriefing Notes:

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