

PART 2: APPLICANT INFORMATION AND SIGNED APPLICANT STATEMENT

Submit Parts 2-4 electronically.

Completing your Application: After reading through **Part 1**, please **complete Parts 2-3** and have your **Division Dean complete Part 4**. These sections, along with any supporting documentation should be submitted in electronic format (Word document or PDF) by email to: fpd@lanecc.edu. Please retain hard copies and electronic copies of all documents for your own records.

Note: Model proposals are available online, and mentors are available on request.

Applicant Information (please type in the form below):

Name: ANNE B. MCGRAIL Department/Division: LANGUAGE, LIT,
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FTE: 1.0

Home Phone: 541-554-0767

Years at Lane under contract: 20

Previous paid sabbatical leave dates (if applicable): 2013

of terms of paid sabbatical leave awarded in the past: 2

Sabbatical Project Title: Research/Book: *In Resilience and In Repair: Digital Humanities at Community Colleges and the Limits of 'Cooling Out'*

Term(s) requested for leave: Fall 2019, Winter 2020, Spring 2020

Leave Location(s): Eugene, Oregon; Bakersfield, California; Seattle Washington; Bend, Oregon; Bronx, New York

Applicant Statement:

I have read the guidelines and criteria for sabbatical leave, and I understand them. If accepted, I agree to complete the sabbatical project as described in my application as well as the written and oral reports. I understand that I will not be granted a sabbatical in the future if I do not follow these guidelines and complete the oral and written reports. (The committee recognizes that there may be minor changes to the timeline and your proposed plan.)



Applicant signature: _____

Date: 1.30.19

Anne B. McGrail
Sabbatical Application

Book Project Working Title:

In Resilience and In Repair: Digital Humanities at Community Colleges and the Limits of “Cooling Out”

1. **Intent and Plan-** *Outline what you intend to do if granted this leave. Be sure to include a detailed explanation of your goals, purpose, and any research objectives if your project has a research focus.*

Overview of the Project and Methodology

I request a three-term sabbatical to allow time for major research and a book project that looks historically at the humanities in community colleges (CCs) and charts a course for this interdisciplinary field at community colleges in the digital age. The outcome of the research will fill a gap in the literature about digital humanities infrastructure and equity in higher ed and provide for more full engagement of CC faculty and students with the evolving DH discipline.

The work involves multiple activities: I will administer a follow-up national survey about digital humanities at community colleges (first begun as part of a National Endowment for the Humanities grant in 2013) and conduct a “listening tour” at four institutions (in California, Oregon, Washington and New York) about digital humanities methods, practices, and expertise among faculty there. A major component of my work involves reading: I will conduct a literature review of histories of community colleges in the American higher education ecology with extensive research in the theoretical and pedagogical literature about digital humanities. I will use a theoretical framework I am developing from work in what is called “critical infrastructure studies.” This interdisciplinary field explores “how looking at the world through the concept of infrastructure—of things and systems made, built, shaped, crafted, interwoven, old, new. . . can make a difference” (<https://cistudies.org/about/>) This work --of surveying and analyzing data, interviewing, reading and interpreting the literature--will lay the groundwork for drafting and revising a book whose working title is *In Resilience and In Repair: Digital Humanities at Community Colleges and the Limits of ‘Cooling Out.’*

This book project will distill and synthesize findings from my many years of research, writing, and professional development in digital humanities (DH) and student learning and engagement at community colleges (CCs). Areas of study include:

- divergent histories of the role of community colleges in the ecology of American higher education
- emerging reform frameworks in higher education, including “guided pathway” models
- the unique roles played in this ecology by Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions, and Tribally Controlled Community Colleges
- concepts in human-centered design and critical infrastructure studies including “broken world thinking” and “ethos of repair” that complement more familiar “design thinking” and “innovation ethos”
- learning theories that will help adapt digital humanities pedagogy aimed at traditional college students to community college contexts.

I request three terms of sabbatical leave, which I understand is unusual. If granted one term of leave, I will adjust the scope of the project: Initial reading and research and travel to several CC humanities departments for focus-group discussions will still culminate in two conference presentations (at the Community College Humanities Association in Fall 2019 and the Modern Language Association convention January 2020); I will also administer, analyze and share results of the 2019 Follow-Up National Survey of Digital Humanities at Community Colleges.

If granted three terms of leave (as outlined in this application), conference presentations of early results from reading, research, surveys and interviews will culminate in a book-length manuscript that will address possibilities for the DH field to more fully engage with the more than 900 community colleges in America.

Chapter I: "Cooling Out" at Community College

Community college students are studies in resilience and in repair—of their lives, their records, their recovery, their finances, their intellectual identities. The unique world perspective and life experiences that these students bring to the classroom offer an environment where a "global digital humanities" can take shape locally, in communities served by CCs. This project aims to bring the unique strengths of community college students, faculty and institutions as a whole into conversations about the future of the humanities in the digital age.

The project begins by looking historically at community colleges as mechanisms for expanding access to the American middle class: to working-class students, to diverse populations with ties to Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs), and to recent immigrant populations. Scholars have argued that after WWII community colleges served a "cooling out" function in the ecology of American higher education (Brint and Karobel, Clark, see Bibliography Part 1). "Cooling out" refers to a model in which two-year colleges redirect students' ambition through a complex system of tracking that allows for the *possibility* of transfer to four-year colleges and universities while simultaneously adapting large groups of CC students to the inevitability of failure. Cooling out "lets students down gently."

In this first chapter I provide a literature review of current and past descriptive histories of community colleges' purpose in the higher education ecology. I then examine the "cooling out" paradigm's differential meanings for students in several settings: predominantly white-serving CCs, HBCU community colleges, HSIs, and Tribally Controlled Community Colleges.

Following this discussion of "cooling out" for CC students, I will suggest that community colleges have also performed a "cooling out" function in the higher education ecology of *graduate* education. I suggest that a pattern of cooling out is at the root of the significant lag in digital humanities development in community colleges. For example, recently there has been a "crisis" in humanities enrollments at universities and four-year schools. In this context, previously invisible CC humanities departments are beginning to be recognized by university humanities departments as viable career options for humanities PhDs. This shift in attention to CCs—and the "crisis" that brought it to the fore—reveals longstanding gaps between graduate education programs and community college careers. Addressing and repairing the mentoring pipeline from graduate training of faculty to community college teaching, I argue, is one key to improving equity in transfer pipelines for CC students.

Chapter II: Redesign Efforts and Pathways—the Cooling Out Function of Acceleration Models

Taking digital humanities as a case in point, I further argue that effects from faculty "cooling out" have reinforced rather than interrupted the "cooling out" of CC student ambitions. The demands of teaching and broken professional ties with graduate mentors, among other pressures, have created a hermetic CC faculty who have been cut off from developments in the field of digital humanities. This hermeticism is particularly disadvantageous at a time when austerity discourse (where reduction of spending is the dominant value rather than investment in the future) gives fuel to models of higher education reform that shrink students' options upon entry.

The "guided pathway" is the most recent, and most widely-adopted, redesign model for CCs; states from Maryland to California to Washington—and most recently and locally, in Oregon and at Lane-- are offering millions of dollars to fund projects that "reduce and simplify" student choice among college courses. In examining assumptions of the pathway metaphor (and the assumptions of the "cafeteria" model to which it is a response) I look to Rosalind Williams, who asks, "What human values and relationships are represented in the cultural landscape . . . in the dominance of pathways over settlements?" (381). This chapter explores the cultural meanings in the dominant reform model of pathways. Aimed as they are at accelerating students' movement through community college, pathway models may, on the surface appear to "heat up" rather than "cool out" student ambition. But I examine how architects of "guided pathways" are still, in

Clark’s phrase, “agents of consolation” and thus cooling out. By exploring the pathway metaphor for its assumptions about channeling student motivation, this chapter looks to expand the options for supporting student goal attainment without first cooling out ambitions.

III: In Resilience and in Repair: Anthologies, Slide Carousels and DH Curriculum

This chapter argues that if the humanities in higher education are broken, community colleges are the best place to go to begin repairs. I observe that the infrastructural requirements of digital humanities strain even well-resourced institutions, and so the uneven development of digital humanities at community colleges reveals a limit and a break in transfer pipeline.

Humanities students at CCs are at a disadvantage, as the resources assumed for digital humanities centers and labs are notably absent there. Using follow-up data from three national surveys of digital humanities at CCs, I suggest that the discipline itself can use retooling for maintenance and sustainability—and expanded access. The low visibility of DH at CCs provides us with a moment when breakdown becomes visible—and this breakdown provides for what Steven Jackson calls a “special epistemic advantage” (“Repair” 229). This chapter turns that epistemic advantage to apply “broken world thinking” for DH at CCs.

The lack of portability of DH infrastructure as it is found at elite higher ed spaces calls us to imagine a sustainable DH at CCs comparable to the affordability of an anthology or a slide carousel. Adapting insights from the minimal computing movement and what scholar Roopika Risam calls “micro DH,” this chapter outlines the critical knowledge work that CC students can contribute to the field. I conclude by emphasizing the values of resilience and repair that community college students bring to the humanities, and call for the field to engage more fully with these values as they are found on more than 900 community college campuses nationally—including my own institution.

Conclusion: Settlements Without Settling: DH at CCs as an End to Cooling Out

This project concludes by exploring what the work of repair might look like for DH at CCs to take hold. Given resource challenges in CC environments, where the state has increasingly moved the burden of public higher education to students, this project offers a framework for a DH pedagogy at CCs that imagines the DH classroom not as a pathway but as a settlement, *vide* Williams. In the book’s coda, I argue that DH at CCs offers a space for abiding in critical knowledge work as an end in itself, neither accelerating student career tracking nor cooling out student aspiration but rather providing CC students and faculty with what “the humanities” are for—the tools, methods, and objects of inquiry whose creation and reflection help define our place in the world.

Supporting Materials

- **Calendar/Timeline**
- **Working Bibliographies**
- **Draft Interview Questions**
- **Draft Survey Questions**
- **Email Commitments from Interviewees**

Calendar/ Timeline of Activities

Preparation between now and Fall 2019:

Spring 2019

Write and submit proposals for Modern Language Association (January 2020) and Community College Humanities

Association (October 2019) conference presentations on subject of the book “Digital Humanities and ‘Cooling Out’ at Community Colleges.”

Participate in Association of Department of English Summer Institute invited panel, “Writing Studies in the Digital Age.” June 19-23.

Email communication with community college (CC) faculty colleagues to confirm arrangements for campus discussions of digital humanities (DH) work in History (Oliver Rosales, Bakersfield College), Literature, Composition and Rhetoric (Professors Stacey Donahue, Central Oregon CC, Sharon Utakis, Bronx Community College) and Public Humanities (Rachel Artega, Simpson Center for Humanities, University of Washington) fields.

Revise and advertise Follow-up National Survey of Digital Humanities at Community Colleges 2019. (See survey data from 2013 <https://www.surveymonkey.com/results/SM-CL2CVR/> and 2017 <https://www.surveymonkey.com/results/SM-9XKF95GJV/> .) The Digital Humanities Summer Institute (DHSI) in British Columbia meets in June and provides a good opportunity to get the word out about the survey.

Summer 2019:

Prepare Fall 2019 travel

Prepare for Fall 2019 reading and research by making interlibrary loan requests and gathering other research materials.

Timeline

Overview

My book plan involves data collection of different sorts. If I am granted three sabbatical terms of leave, I plan to write the book in 2019-20 academic year. Each sabbatical term has explicit goals related to chapters.

In Fall 2019 I begin with a “listening tour” of community college faculty and advocates at multiple campuses to support developing and testing my hypothesis. These campus conversations will provide rich anecdotal data to complement the national data from the third iteration of my National Survey of Digital Humanities at Community Colleges which I will administer Summer/Fall 2019. The questions in the survey will provide the foundation for campus faculty focus groups and individual interviews. (See Draft Questions for Interviews and Survey and Emails confirming Agreement to On-Campus Interviews.) During this term I will also continue the last several stages in production of the co-edited volume in the *Debates in the Digital Humanities* series, a project begun in 2017-18.

In Winter 2020 I begin by presenting early results at the Modern Language Association convention in Seattle in January, and then continue with reading, research and writing of Chapters 2 and 3 of the book. These chapters are focused on reconciling the pressure for accelerating paths to degree with ensuring that the values of humanities in higher education can be leveraged for students’ success; in particular using “minimal computing” methods and “micro-DH” as models for reaching all students. During this term, the final permissions stage of production of the co-edited volume in the *Debates in the Digital Humanities* series will take up a small portion of my time.

In Spring 2020, I synthesize my findings and write the conclusion in which I explore what the work of repair might look like for DH at CCs to take hold, offer a framework for a DH pedagogy at CCs that imagines the DH classroom as a space for abiding in critical knowledge work as an end in itself.

First Sabbatical Term: Fall 2019

Week 1 Sept. 23-29

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Travel** to Bend Oregon to interview Professor Stacey Donahue, Central Oregon Community College (COCC).

- **Survey:** Use DH listservs and networks to invite humanities faculty to participate in Follow-Up Survey of DH at CCs 2019. (Begun in Summer 2019 as colleges on semesters begin in mid-August)
- **Writing:** Write up notes from interviews at COCC and integrate into draft.

Week 2 Sept. 30-Oct. 7

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Writing:** Write up notes from reading, integrate into draft chapter.

Week 3 Oct 7-13

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Travel:** Seattle Washington to Simpson Center for Humanities interview with director of “Redesigning Humanities PhD and Reaching New Publics” (Dr. Rachel Arteaga)
- **Blog** early results and insights gained on <https://blogs.lanecce.edu/dhatthecc/>
- **Writing:** Write up notes from interviews and integrate into draft.

Week 4 Oct 14-20

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Writing:** Write up notes from reading, integrate into draft chapter.
- **Editing:** Continue work on *Debates in the Digital Humanities 2020: Institutions, Infrastructures at the Interstices*

Week 5 Oct 21-27

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Writing:** Write up notes from reading, integrate into draft chapter.
- **Survey:** Use DH listservs and social media networks to remind humanities faculty to participate in Follow-Up Survey of DH at CCs 2019.
- **Present** outline of book project at CCHA Annual Meeting ([Location TBD](#))
- **Blog** results and insights gained on <https://blogs.lanecce.edu/dhatthecc/>

Week 6 Oct 28-Nov 3

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Travel** to Bronx, New York to interview Professor Sharon Utakis and colleagues.

Week 7 Nov 4-10

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Writing:** Write up notes from reading, integrate into draft chapter.
- **Editing:** Continue work on *Debates in the Digital Humanities 2020: Institutions, Infrastructures at the Interstices*

Week 8 Nov 11-17

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Travel** to Bakersfield College, Bakersfield, California to Interview Professor Oliver Rosales and colleagues.
- **Writing:** Write up notes from interviews, integrate into chapter

Week 9 Nov 18-24

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Writing:** Write up notes from reading, integrate into draft chapter.
- **Blog** results and insights gained on <https://blogs.lanecce.edu/dhatthecc/>

Week 10 Nov. 25-Dec 1

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Writing:** Draft conference paper for MLA Convention January 9-12, 2020.
- **Survey:** Use DH listservs and social media networks to remind humanities faculty to participate in Follow-Up Survey of DH at CCs 2019.
- **Editing:** Work on proofs, permissions, communications with authors of on *Debates in the Digital Humanities 2020: Institutions, Infrastructures at the Interstices*

Week 11 Dec. 2-8

- **Reading, Research:** Bibliography 1: History of Community Colleges in US
- **Writing:** Revise conference paper for MLA Convention January 9-12, 2020.

Second Sabbatical Term: Winter 2020**Week 1 Jan 6-12**

- **Travel and Presentation** of early draft of “Cooling Out” at Modern Language Association National Convention in Seattle Washington, January 9-12. Attend conference sessions on Digital Humanities and Committee on K-16 Alliances (attending as Community College Rep.)
- **Writing:** Write up notes from MLA Conference for integration into book

Week 2 Jan 13-19

- **Reading, Research:** Bibliography 2: Using Broken World Thinking as a Lens for Looking at Acceleration and Pathway Models of Higher Ed
- **Writing:** Notetaking and Drafting, Chapter II: “Redesign Efforts and Pathways—the Cooling Out Function of Acceleration Models”
- **Feedback:** Seek colleagues’ feedback on project so far using local and national digital humanities professional networks.

Week 3 Jan 20-26

- **Reading, Research:** Bibliography 2: Using Broken World Thinking as a Lens for Looking at Acceleration and Pathway Models of Higher Ed
- **Writing:** Notetaking and Drafting, Chapter II: “Redesign Efforts and Pathways—the Cooling Out Function of Acceleration Models”
- **Blog** results and insights gained on <https://blogs.lanec.edu/dhatthecc/>

Week 4 Jan 27-Feb 2

- **Reading, Research:** Bibliography 2: Using Broken World Thinking as a Lens for Looking at Acceleration and Pathway Models of Higher Ed
- **Writing:** Notetaking and Drafting, Chapter II: “Redesign Efforts and Pathways—the Cooling Out Function of Acceleration Models”
- **Editing:** Communications, permissions, editing, follow-up as necessary for *Debates in the Digital Humanities 2020: Institutions, Infrastructures at the Interstices* (Fall 2020 Publication date scheduled as of January 2019.)

Week 5 Feb 3-9

- **Reading, Research:** Bibliography 2: Using Broken World Thinking as a Lens for Looking at Acceleration and Pathway Models of Higher Ed
- **Writing:** Notetaking and Drafting, Chapter II: “Redesign Efforts and Pathways—the Cooling Out Function of Acceleration Models”

Week 6 Feb 10-16

- **Reading, Research:** Bibliography 2: The “Special Epistemic Advantage” of Community College Students
- **Writing:** Notetaking and Drafting, Chapter III: “In Resilience and In Repair: Anthologies, Slide Carousels and DH Curriculum”
- **Blog** results and insights gained on <https://blogs.lanecce.edu/dhatthecc/>

Week 7 Feb 17-23

- **Reading, Research:** Bibliography 2: The “Special Epistemic Advantage” of Community College Students
- **Writing:** Notetaking and Drafting, Chapter III: “In Resilience and In Repair: Anthologies, Slide Carousels and DH Curriculum”
- **Feedback:** Collect colleagues’ feedback from early in the term and integrate into draft.

Week 8 Feb 24-March 1

- **Reading, Research:** Bibliography 2: “The Special Epistemic Advantage” of Community College Students
- **Writing:** Notetaking and Drafting, Chapter III: “In Resilience and In Repair: Anthologies, Slide Carousels and DH Curriculum”

Week 9 March 2-8

- **Reading, Research:** Bibliography 2: “The Special Epistemic Advantage” of Community College Students
- **Writing:** Notetaking and Drafting, Chapter III: “In Resilience and In Repair: Anthologies, Slide Carousels and DH Curriculum”

Week 10 March 9-15

- **Reading, Research:** Bibliography 2: “The Special Epistemic Advantage” of Community College Students
- **Writing:** Notetaking and Drafting, Chapter III: “In Resilience and In Repair: Anthologies, Slide Carousels and DH Curriculum”
- **Blog** results and insights gained on <https://blogs.lanecce.edu/dhatthecc/>

Week 11 March 16-22

- **Reading, Research:** Bibliography 2: “The Special Epistemic Advantage” of Community College Students
- **Writing:** Notetaking and Drafting, Chapter III: “In Resilience and In Repair: Anthologies, Slide Carousels and DH Curriculum”

Third Sabbatical Term: Spring 2020**Week 1 March 30-April 5**

- **Reading and Research:** Bibliography 2: Classrooms as Settlements: Digital Humanities Pedagogies as Social Justice Intervention
- **Writing:** Notetaking and Drafting, Conclusion: “Settlements Without Settling: DH at CCs as an End to Cooling Out”
- **Blog** results and insights gained on <https://blogs.lanecce.edu/dhatthecc/>

Week 2 April 6-12

- **Feedback:** Seek feedback on separate relevant chapters from colleagues in digital humanities local and national networks.
- **Writing:** Notetaking and Drafting, Conclusion: “Settlements Without Settling: DH at CCs as an End to Cooling Out”
- Begin to distill book highlights for ACLS Annual Meeting presentation

Week 3 April 13-19

- **Reading, Research:** Classrooms as Settlements: Digital Humanities Pedagogies as Social Justice Intervention
- **Writing:** Notetaking and Drafting, Conclusion: “Settlements Without Settling: DH at CCs as an End to Cooling Out”
- **Draft** Presentation of Book Progress for ACLS Annual Meeting

Week 4 April 20-26

- **Reading, Research:** Bibliography 2: Classrooms as Settlements: Digital Humanities Pedagogies as Social Justice Intervention
- **Writing:** Revise Presentation of Book Progress for ACLS Annual Meeting
- Blog results and insights gained on <https://blogs.lanecce.edu/dhatthecc/>

Week 5 April 27-May 3

- **Reading, Research:** Bibliography 2: Classrooms as Settlements: Digital Humanities Pedagogies as Social Justice Intervention
- **Writing:** Revise Conclusion “Settlements Without Settling: DH at CCs as an End to Cooling Out”
- **Travel** to Baltimore, Maryland to the American Council of Learned Societies Annual Meeting to Present Findings.

Week 6 May 4-10

- **Writing:** Revise Book Prospectus and send to publishers for possible publication.
- Use feedback to revise Chapter 1 of Book with Conclusion in mind
- **Blog** on <https://blogs.lanecce.edu/dhatthecc/>

Week 7 May 11-17

- **Writing:** Use feedback to revise Chapters 2 with Conclusion in mind

Week 8 May 18-24

- **Writing:** Use feedback to revise Chapter 3 with Conclusion in mind

Week 9 May 25-31

- **Writing** Revise conclusion
- **Blog** on <https://blogs.lanecce.edu/dhatthecc/>

Week 10 June 1-7

- **Prepare** book to send out to readers with aim to publication.

Week 11 June 8-15

- **Synthesize** sabbatical findings and prepare materials for dissemination via Fall 2020 Inservice, Sabbatical Report/White paper, my digital humanities teaching blog <https://blogs.lanecce.edu/dhatthecc/>

Bibliography Part 1:

History of Community Colleges in US;

Ecologies of Higher Education and Impact on Humanities Departments

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Draft Questions for “Listening Tour” of Humanities Faculty at Community Colleges Fall 2019 and Follow-Up National Survey of Digital Humanities at Community Colleges 2019

Interview Hosts: Oliver Rosales, Bakersfield College, California; Rachel Arteaga, Seattle Central CC and Simpson Center for the Humanities; Sarah Utakis, Bronx Community College; Stacey Donahue, Central Oregon Community College. Copies of letters confirming their interview agreement follows both sets of questions.

1. Have you participated in the National Survey of Digital Humanities at Community Colleges? If not, please add your responses to the questions there as well as these questions.
2. Please describe your efforts and the efforts of your institution to use digital methods, tools, and pedagogies (“digital humanities”) in curricular and co-curricular offerings.
3. How do issues of equity impact use of digital tools, methods and pedagogies at your institution?
4. What kinds of CC partnerships and networks do you or your institution participate in that support digital tools, methods and pedagogies?
5. How can your institution link extant networks and create pathways for a national network of digital humanities tools, methods, and pedagogies?
6. What kinds of pedagogical resources are available to you to develop digital tools, methods and pedagogies at your institution?
7. Describe the time constraints, teaching loads and other factors involved in developing and infusing digital tools, methods and pedagogies in curricula at your institution.
8. What value do you see in offering or developing digital tools, methods and pedagogies to students at your institution?
9. Describe your experience teaching digital digital tools, methods and pedagogies at your institution at a 100 or 200 level.
10. What is already happening at your community college with technology and pedagogy, and (how) is it different from digital humanities in your view?
11. What are the institutional obstacles to offering DH courses at the community college level?
12. How do the pressures to accelerate time to degree impact your humanities offerings?
13. How can embedded pedagogy be developed at your institution?
14. Do you experience wide ranges of digital skills among different groups of students in the same class? How do you address this?
15. What does your community college--its faculty, students, value as a community partner--have to offer the digital humanities? (Are there nascent archives or potential contributions to the field in your community?)
16. What hiring practices in future will lead to digital humanities becoming institutionalized at your community college?
17. Given the preponderance of part-time faculty staffing community college humanities departments, how can faculty development initiatives work to bring digital humanities expertise to faculty?
18. Are there opportunities at your community college for faculty to partner with four-year and graduate institutions to create pathways for students to develop their digital humanities knowledge and skills?
19. What kinds of support do you receive from regional CCHA or TYCA to disseminate the developing DH culture to community colleges?
20. How can four-year institutions and museums and libraries in your community create routine pathways to partnership?

Draft Questions for Follow-up National Community College Digital Humanities Survey

Basic Information

1. Name of your institution:
2. Number of students taking credit classes at your institution:
3. What discipline do you teach in?
4. Are you employed full-time at your institution? Do you have tenure/continuous contract?

5. What humanities courses do you teach?
6. How long have you been teaching in the humanities at the community college level?

Digital Pedagogy and Digital Humanities

1. How often do you use instructional technology in your humanities courses? (e.g., use of websites and web resources, use of blogs and social media in your classes or assignments, use of software other than word processing for student production and projects, use of web-based video or podcasts for lectures, production of your own audio or video for lectures or student support, etc.)
 2. Do you teach your course(s) online or hybrid (with some online components)?
 3. In your opinion, what is the value of humanities to students, and how does your teaching practice and methodology contribute to that value?
 4. How highly do you value the use of technology in your teaching, curriculum development, assessment and research?
 5. How would you define “instructional technology”?
 6. How would you define “digital humanities”?
-

Professional Development

1. What methods do you use to keep current in your discipline and teaching practice?
2. Are you interested in learning more about digital humanities methodologies, projects, and curriculum?
3. Are you interested in learning how you might integrate digital media into your humanities courses?
4. If given the opportunity, would you attend a workshop on your campus to learn more about digital humanities?
5. If given the opportunity, would you attend a workshop at a regional conference to learn how to use digital humanities methodologies in your classroom?
6. If given the opportunity, would you be interested in attending a week-long summer institute to learn how to use digital humanities methodologies in your classroom?
7. Rate how often you might use a website devoted to sharing digital humanities resources explicitly geared to community college faculty?
8. Rate how likely would you be to participate in a website or online community to share your digital humanities curriculum and assignments:
9. Rate the importance placed on faculty development at your institution (e.g., does your institution support faculty development through curriculum development grants, reassigned time, professional leave time, travel funds, sabbatical funds, etc.):
10. If you thought that it was important for your students’ learning, how likely are you to make minor changes in your teaching practice if given the time and opportunity to do so?
 11. If you thought it was important for your students’ learning, how likely are you to make major changes in your teaching practice if given the time and opportunity to do so?

Institutional Issues

1. If you were to serve on a hiring committee in your discipline or a neighbor humanities discipline, how much emphasis would you place on a candidate’s facility with digital technologies and pedagogies in the classroom?
2. What do you see as institutional obstacles at your college to increasing the presence of digital humanities courses, curricula and programs of study on your campus?
3. At your institution, what level of support is there for using digital media in the learning environment?
4. At your institution, what level of support is there for developing new humanities courses such as an Introduction to Digital Humanities course at the 100 or 200 level?

5. Given your teaching load and your college's priorities, how often might your department offer a class that is exclusively devoted to teaching a subject as a digital humanities class?
 6. Rate how high a priority is placed on digital fluencies and information competencies at your campus:
 7. How would you rate the importance of digital pedagogies and current methodologies at your institution?
 8. Are there humanities resources in your area with which your college has developed ongoing relationships or partnerships (e.g., museums, four-year colleges or universities, libraries or other special collections or historic places)?
-

Digital Divide and Equity

1. Mark the extent to which you witness instances of the so-called "digital divide" in your daily teaching on your campus (By "digital divide" we mean the difference between those students who have access to and competency with digital technology through computers, other devices and data plans and those whose access and fluencies are limited to classroom and lab access.):
 2. Rate how important you think development of digital competencies is for students in humanities courses:
 3. Given your student demographic, do you imagine that embedding digital methodologies and digital media into humanities courses might engage students who might otherwise not take humanities classes?
-

Digital Humanities at the Community College and the National Picture

1. Rate your familiarity with the National Endowment for the Humanities Summer Institutes:
2. Rate your familiarity with the Community College Humanities Association:
3. Rate your familiarity with the League for Innovation in the Community College:
4. Rate your familiarity with the Alliance of Digital Humanities Organizations:
5. What organization are you most likely to follow for innovations and developments in humanities curriculum and pedagogy?
6. What scholarly blog are you most likely to read on a regular basis, if any?
7. What scholarly publications do you read on a regular basis, if any?

On following pages: four email commitments from humanities faculty at Central Oregon Community College, Bakersfield College, Simpson Center/Seattle, Bronx Community College.

Re: Interviewing You at BCC in Fall 2019?

From: Oliver Rosales <orosales@bakersfieldcollege.edu>
To: Anne McGrail <mcgrail@lanec.edu>
Date: Tuesday - January 22, 2019 4:27 PM
Subject: Re: Interviewing You at BCC in Fall 2019?
Attachments: TEXT.htm; Mime.822

Hi Anne,

Yes! How amazing. What a great project. We are actually doing faculty cohorts with our NEH CC grant right now. They would be a great group to also interview, but I can certainly respond individually. I'm sure I can arrange a virtual meeting, or if you have plans to travel, I'm sure I could arrange a meeting.

Looking forward to learning more about your project!

Best,

Oliver A. Rosales, Ph.D.
Professor of History & Coordinator, Social Justice Institute at Bakersfield College
orosales@bakersfieldcollege.edu

From: Anne McGrail <mcgrail@lanec.edu>
Sent: Tuesday, January 22, 2019 1:52:24 PM
To: Oliver Rosales
Subject: RE: Interviewing You at BCC in Fall 2019?

Dear Oliver,

I hope this new year finds you well. Since the 2015 NEH Summer Institute on Digital Humanities at Community Colleges here in Eugene, I have continued to research the uneven development of DH at CCs and am hoping to write a book on the subject. This book, "In Resilience and In Repair: Digital Humanities, Community Colleges, and the Limits of "Cooling Out" (abstract attached), will synthesize my findings over the last 7 years of research and practice in the field.

As part of my data collection for this project, I am conducting a "listening tour," talking to faculty at different community colleges in the country about a diverse array of faculty development and pedagogical issues surrounding the adoption of digital and non-digital tools, methods and pedagogies in humanities classrooms.

Would you be willing to meet with me in Fall 2019 as part of my listening tour/ interview process? I plan to talk with community college faculty at Hispanic Serving Institutions such as Bakersfield and also HBCUs, Tribal Colleges, and other institutions serving diverse student populations. My focus on "cooling out" has to do with both community college students and also faculty at open-access institutions. I would love to talk with you and (if feasible) other faculty at Bakersfield and learn about how you are navigating changes and pressures in the higher-ed landscape.

If such a meeting is possible, please let me know so I can start to plan my "tour" and we can talk about dates later in the spring.

Thank you so much and best regards,
Anne McGrail

"Everybody gets so much information
all day long that they lose their common

<https://webmail.lanec.edu/gw/webacc?User.context=bea3787cb0937a6c7d2b6f3a4bcea2aa1f71021&Item.dm=5C474487.PODom.PO4.100.1356334...> 1/3

1/30/2019

RE: Digital Humanities 4 years later!

RE: Digital Humanities 4 years later!

From: Sharon Utakis <sharon.utakis@bcc.cuny.edu>
To: Anne McGrail <mograila@lanecc.edu>
Date: Tuesday - January 15, 2019 2:42 PM
Subject: RE: Digital Humanities 4 years later!
Attachments: Mime.822

Hi Anne,

I haven't been doing much with DH lately, but I'm happy to meet with you and introduce you to others! Let me know when you have dates in mind.

Best,
Sharon

-----Original Message-----

From: Anne McGrail [mailto:mograila@lanecc.edu]
Sent: Tuesday, January 15, 2019 5:34 PM
To: Sharon Utakis <sharon.utakis@bcc.cuny.edu>
Subject: Digital Humanities 4 years later!

Dear Sharon,

I hope you are doing well. I am writing because I am planning to go on a research/listening tour of community college humanities faculty who are working in digital contexts or with digital tools. You may remember from the Summer 2015 NEH Institute that bringing digital humanities to community college classrooms has been a professional interest of mine for some time, and I'm planning to travel to several areas in the country to talk with humanities faculty about their work.

Would you be available in Fall 2019 to spend some time with me and perhaps arranging for other BCC or CUNY colleagues to join us for conversations about this topic? I am planning to be in New York City in Fall but the dates will be flexible depending upon your own schedule and those of your colleagues.

I hope you are enjoying life and work at Bronx CC. Please reply to this email if you are able to plan a meeting to check in on DH at BCC and CUNY.

Regards,
Anne McGrail

"Everybody gets so much information
all day long that they lose their common sense." --Gertrude Stein

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541-463-3317

https://urldefense.proofpoint.com/v2/url?u=https-3A_blogs.lanecc.edu_dhatthecc_&d=DwIFAg&c=4Wdm1MeRFolbHP3GfCW80aEJr-_Jg6D2vkw0oFZtYAB8r=ezvlgMSNUZRruW0u_XmJEhk-Dt-WanJ3R5GPM1DuoPc&m=YeBRyi056ilXq4g500Y4Wxv8be-F5xVM1gCdX6eOx0k&s=CX5ToR0XCzUu_JK3Th8Uaq8dJ_uePIGy6NLFpT6vFyI8e=

<https://webmail.lanecc.edu/gw/webacc?User.context=bea3787cb0937a6c7d2b6f3a4bcea2aa1f71021&Item.dm=5C3DF151.PODom.PO4.100.1356334...> 1/1

1/30/2019

RE: Interview for Book on DH at CCs?

RE: Interview for Book on DH at CCs?

From: Rachel Arteaga <rarteaga@uw.edu>
To: Anne McGrail <mcgrail@lanecc.edu>
Date: Wednesday - January 23, 2019 4:21 PM
Subject: RE: Interview for Book on DH at CCs?
Attachments: TEXT.htm; Mime.822

Hi Anne,

It's a pleasure to hear from you; I'm so glad to reconnect. This project sounds truly exciting and timely (I appreciate, very much, the emphasis on the community college as a place of resilience and repair) and would be more than happy to talk with you for your data collection. Just let me know what you need, and keep me posted on your timeline, and I will look forward to it.

I can't imagine a more deserving recipient of the Mellon/ACLS fellowship. I hope you land it.

All best,
Rachel

From: Anne McGrail <mcgrail@lanecc.edu>
Sent: Tuesday, January 22, 2019 4:11 PM
To: Rachel Arteaga <rarteaga@uw.edu>
Subject: Interview for Book on DH at CCs?

Dear Rachel,

I hope this finds you well.

I am planning to take a sabbatical next year to write a book, *In Resilience and In Repair: Digital Humanities, Community Colleges, and the Limits of "Cooling Out"* (abstract and statement of humanities significance attached). As part of my data collection for this project, I am conducting a "listening tour," talking to faculty and administrators at different community colleges in the country about a diverse array of faculty development and pedagogical issues surrounding the adoption of digital tools, methods and pedagogies in humanities classrooms.

The Simpson Center and your own work on the *Reimagining the Humanities PhD and Reaching New Publics* project leads me to ask if I might interview you as part of my data collection for this project. I am hoping to come to Seattle in Fall 2019 as part of my listening tour/ interview process. Given your focus on developing future CC faculty in the humanities, and your contact with them in the past several years, it would be so valuable to hear your observations among the past few cohorts at the Simpson Center's project.

I did apply for the Mellon/ACLS fellowship to support this book project. But even if I don't receive the grant I am still planning to make inroads into this book project in the fall.

Thank you so much for considering this. I look forward to hearing from you.

Warm regards,
Anne

"Everybody gets so much information
all day long that they lose their common
sense." --Gertrude Stein

Anne B. McGrail, Ph.D.
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4000 E 30th Ave.
Eugene, Oregon 97405
541-463-3317

<https://blogs.lanecc.edu/dhatthecc/>

<https://webmail.lanecc.edu/gw/webacc?User.context=bea3787cb0937a6c7d2b6f3a4b0ea2aa1f71021&Item.dm=5C48949B.PODom.PO4.100.1356334...> 1/1

RE: Listening Tour of CCs for Sabbatical

From: Stacey Donohue <sdonohue@cooc.edu>
To: 'Anne McGrail' <mcgrail@lanec.edu>
Date: Tuesday - January 22, 2019 2:42 PM
Subject: RE: Listening Tour of CCs for Sabbatical
Attachments: Mime.822

Hi Anne,
 Thank you for writing...and thank you for the congrats! I'm excited for the opportunity.

And yes, of course I'd love to talk with you in the fall. You should consider talking to other faculty, too, since many are now introducing digital projects into their literature courses.

Your project sounds fabulous! I'm looking forward to reading the end conclusions and suggestions!

Take care,
 Stacey

 Stacey L. Donohue, Ph.D.
 Professor of English
 Central Oregon Community College
 2600 NW College Way
 Bend, OR 97703
 Email: sdonohue@cooc.edu
 Phone: 541-383-7533
 Office hours: <https://www.cooc.edu/employees/sdonohue/>

-----Original Message-----
From: Anne McGrail <mcgrail@lanec.edu>
Sent: Tuesday, January 22, 2019 12:33 PM
To: Stacey Donohue <sdonohue@cooc.edu>
Subject: Re: Listening Tour of CCs for Sabbatical

Dear Stacey,

I just read that you will be teaching a Summer Institute for the MLA on teaching in CCs. Congratulations. That is such important work and long overdue.

I am planning to take a sabbatical next year to write a book, "In Resilience and In Repair: Digital Humanities, Community Colleges, and the Limits of "Cooling Out" (abstract attached). As part of my data collection for this project, I am conducting a "listening tour," talking to faculty at different community colleges in the country about a diverse array of faculty development and pedagogical issues surrounding the adoption of digital tools, methods and pedagogies in humanities classrooms.

Would you be willing to meet with me in Fall 2019 as part of my listening tour/ interview process? Given your focus on developing future CC faculty in the humanities, and your contact with them in the coming year or so, it would be so valuable to speak with you about your goals for this project.

Since you are so close to Eugene, we could arrange a mutually convenient time for me to come to COCC.

Thank you so much for considering.
 Regards,
 Anne McGrail

>>> Stacey Donohue <sdonohue@cooc.edu> 2/28/2018 11:01 AM >>>
 Hi all,

I'm writing to see if any of you are, or know of, an English Department Chairperson who might be interested in getting involved in the MLA's Association of Departments of English (the ADE)? I'm a former member and President of the ADE, and would be happy to talk to anyone who has an interest in the work of the ADE and why community college representation is so important. Membership on the ADE Executive Council is through nomination and election by the membership.

The ADE Executive Council meets once a year in March (in fact, tomorrow) at MLA Headquarters in New York City (funded by the ADE), and again at the annual convention. Their work consists of organizing convention sessions, as well as focusing on special projects relevant to English studies in general, and department chairs specifically. They have an active listserv which serves as a resource for department chairs. Additionally, the ADE's summer workshops offer new chairs the opportunity for training, and all chairs the space to share ideas related to managing an English department. Members of the Executive Council participate in the summer workshop.

For more about the ADE visit: <https://www.ade.mla.org/>

If you are interested, or if you know of a department chair who might be interested, please contact me. Feel free to forward this email.

Stacey

Stacey L. Donohue, Ph.D.
 Professor of English

<https://webmail.lanec.edu/gw/webacc?User.context=bea3787cb0937a6c7d2b6f3a4bcea2aa1f71021&Item.dm=5C472BE3.PODom.PO4.100.1356334...> 1/2

2. **Growth** – How will this activity contribute to your growth as a professional person? How will the proposed sabbatical improve your work as a faculty member? If you have taken a sabbatical in the past, explain how this leave will contribute to your professional development either building on or separate from your previous leave(s).

Growth as a Professional Person:

When I attended the Digital Media and Learning Conference in San Francisco in 2012, I was astonished to find that CCs were almost uniformly absent from the panels, sessions, and audiences. Four-year colleges and universities and K-12 groups populated the program, and I felt for the first time what I would feel repeatedly at conferences after that: that the unique character of CC students, faculty and institutional contexts was not being accounted for at a time when digital tools and methods were having a major impact on humanities fields. Since then, I have made it a focus of my work to advocate for inclusion of the CC perspective in digital humanities.

In this book-length project, I argue that the uneven development of digital humanities (DH) at community colleges allows us to engage with an “ethos of repair” (Jackson 223) that can help extend critical cultural digital humanities to 21st century community college (CC) students. This book project will suggest that community colleges’ difficulties in meeting the technological infrastructure requirements of DH may offer what one scholar calls an “epistemic advantage”—an opportunity to create knowledge steeped in local community perspectives, rich in human infrastructure, and less encumbered by commitments to technology than counterparts at higher-resourced institutions. Bringing critical infrastructure studies into conversation with discourses of crisis in the humanities and redesign efforts at CCs nationally, this project challenges all of us to imagine DH at CCs that is sustainable, inclusive, and integrated as a local part of a “global digital humanities infrastructure” (Smithies). Acknowledging the current pressure to “accelerate” student completion through pathways, it also locates inherent value in humanistic discovery. It charts a new course for embracing interdependencies among community colleges, four-year colleges, and research and teaching universities. It concludes by offering a framework for a DH at CCs that weaves key CC student considerations into DH pedagogy and method: i.e., unpredictable technological infrastructure, working-class time orientation, belonging uncertainty among communities of color, and adult students’ prior learning.

This project has significance for my own professional growth and also for those interested in addressing the “crisis in the humanities”—now in its second decade. It will be valuable for those who embrace “guided pathways” initiatives and also those who remain skeptical of the promise to reduce time to degree for students. It will also be useful for those interested in alternatives to extending the promise of higher ed to America’s most vulnerable college students.

Current higher education trends toward a uniform embrace (without alternatives or sustained critiques) of guided pathways and acceleration to degree call us to carefully articulate what the humanities are for now. This book stresses my vision of what “the humanities” are for—the tools, methods, and objects of inquiry whose creation and reflection help define our place in the world. Recent trends in organizations such as the [Mellon Foundation](#), the [American Council of Learned Societies](#), and the [Modern Language Association](#) responding to humanities enrollment declines by engaging with CCs suggest that now is the time for this book to be written.

Improving My Work as a Faculty Member:

“Digital” humanities is the direction that *all* humanities are headed in. My interest in what is now called “digital humanities” began in 2002, when I first developed a web site to teach Shakespeare in a “web-enhanced” classroom. My aim at that time--to “integrate current pedagogy, research and technology . . . in an accessible, user-friendly environment that allows students to learn at their own pace and in several modalities (e.g., verbal /visual/ auditory/

kinesthetic)" --hasn't changed, but the humanities education landscape has¹. DH methods have changed the way that I teach and *what* I teach: I infuse DH methods and tools into all of my courses, which means I must keep up with technology and pedagogy, as these change all the time. Writing this book will allow me to distill and synthesize many years of work developing digital humanities pedagogy and curricular design for the classroom and online, while providing me a larger framework for thinking about institutional infrastructure and the American higher education ecology within which community colleges operate.

In developing a pedagogical framework for DH for CCs, my aim is to think of open access and diverse student preparedness as an *asset* rather than a *deficit* or *barrier* to participation; for community college faculty this seems a given, but not so in the four-year college and university systems within which DH has taken hold. Two of my recent statements on this topic² strongly advocate for the integration of the whole student and the whole economic and educational ecology of community colleges in expanding DH to CCs. More recently, a volume of essays that I am co-editing³ focuses on how scholars and teachers are mainstreaming digital humanities beyond research centers and into small-scale, sustainable community projects; this work is in its mid-stage and will be ongoing throughout 2019-20.

Building on/Connection to My Professional Development

My last sabbatical in 2013 was instrumental in supporting my work in digital humanities locally and nationally. It supported my work researching and developing the curriculum for two National Endowment for Humanities faculty development events: first, at the [Community College Humanities Association \(2013\)](#) I held a strategic conversation about what is needed in the field for community colleges; then in 2015, I received a grant to support a week-long Advanced Topics in the [Digital Humanities Summer Institute on Lane's campus](#) entitled "Beyond Pockets of Innovation, Toward a Community of Practice." Both of these projects helped me to see how national trends affect Lane's local picture; I observed how some schools are better and worse with respect to funding, faculty support and development, but clearly the problem is related to the community college as an institutional form in the higher education landscape. That is where this book project fits in.

In my previous sabbatical I also spoke to the issue of equity in higher education. As an emerging method or practice, I found that digital humanities has made possible *more access*. For example, Project Gutenberg allows for free access to texts, and online archives of the Library of Congress allow for deep diving into historical trends through corpus analysis. At the same time, however, I witnessed an increased equity divide between under-resourced institutions and elite digital spaces such as [Stanford Literary Lab](#). I wanted to be part of the movement to ensure equity in the "digital revolution" so that community college humanities students aren't accessing only slide carousels and anthology textbooks while their peers at other institutions have access to the most relevant tools and allow for new knowledge creation and dissemination.

3. Relevance and Value to Students, Department, Discipline and Profession

Relevance and Value for Students

¹ "Digital humanities," or "DH," is an interdisciplinary approach to applying digital tools for humanistic inquiry, for purposes including increased access to the cultural record (such as in Project Gutenberg), for methodological efficiency (such as in data visualization) and for faculty and student collaboration (as in Zoom and Google), among others.

² "[The Whole Game: Digital Humanities at Community Colleges](#)" in *Debates in the Digital Humanities 2016*, and "[Open Source in Open Access Environments: Choices and Necessities](#)" MLA 2017, and in [Digital Pedagogy in the Humanities](#), MLA Commons

³ [Institutions, Infrastructures at the Interstices](#) (Ed. with Angel Nieves and Siobhan Senier, in preparation, March 2020.)

For community colleges, the purpose of humanities education is to empower students with as much mastery of as many tools as possible for full participation in civic and cultural life. Whatever particular set of digital tools I introduce to students, leading them across a threshold from accepting a received cultural landscape to a deep reading of it is the goal of my teaching. Digital humanities is a relay for critically engaging with the digital life our students already lead. This project will help me to convince leaders in the field to not accept the received educational landscape but rather to critically engage with it.

Critical thinking, collaboration, digital tool application, humanities data analysis within ethical frameworks are all essential skills for 21st century students, and DH is a great way to build develop them. I will argue that DH can bring the resilience of community college students into fruitful interplay with what Steven Jackson calls an “ethos of repair” as it pertains to humanities computing—a value as relevant for students’ future development as design and innovation.

[A small sample of student feedback](#) in 2018 of the online course in DH that I developed and taught, *Reading, Writing and Digital Culture*, demonstrates the value to students of embedding digital projects into literature and writing courses. I will continue developing relevant courses and curriculum that develop students’ 21st century fluencies—critical, digital, collaborative.

Relevance and Value to Department, Discipline and Profession

Since digital humanities is a new field that has exploded on the humanities scene at most universities and four-year colleges (locally, for example [UO offers a minor](#), [OSU has new coursework in DH](#) and a new full-time hire at [Portland State](#)), it’s essential that Lane’s humanities programs remain relevant, and articulate not just with course numbers but with course work and learning outcomes. The aims of this project are to evaluate the ways that community colleges can offer equitable and accessible digital humanities courses.

I create and share assignments on my [blog](#) that take into account students’ lives and motivation; my work in Lane’s Engaging Students program led me to understand deeply how to use integrative learning, project-based learning, and multimodal writing, and I share this with colleagues in the department and discipline. A sabbatical will lift the constraints of teaching and my service load as chair of the Academic Program Review Oversight Committee at Lane so I can better contribute to the national conversation in a sustained way and create a larger framework within which to develop future DH at CC courses and faculty development networks. For example, in 2017 and 2018 I was able to develop an inter-institutional assignment collaboration with students and a humanities professor at Central Oregon Community College; this kind of work could be expanded with the networking involved in this project.

This project helps me to embrace change in the humanities while clearly articulating abiding values of its uses for understanding ourselves and others through engagement with the cultural record. The field of digital humanities has “grown up” without robust community college engagement. This lack of engagement is part of an historic pattern of economic educational segregation that is masked by discourse of access. It is a larger systemic problem in American higher education that has lasting systemic effects on equity and should be addressed, and this would be highly relevant to the discipline.

Relevance and Value to the College

This project is highly relevant for my service work on the Technology Council, the Academic Technology Advisory Group, the LMS Review Working Group, and the Institutional Effectiveness Committee; each one of these committees involves constant balancing of assumptions and values across institutional areas, and while it’s often assumed that the most tech-savvy know what’s best for students in the technology realm, it has been my experience that my work as a *humanist* with some technical know-how has allowed me to contribute to improving the learning environment over time. This project supports my engagement with technology in the classroom while also supporting a holistic view of the role of humanities curriculum in degree redesign plans. The college’s commitment to a guided pathways framework for

offering its programs will challenge all faculty to take nothing for granted, to be able to articulate the value and integration of all curriculum, and to be future-focused. This project will help me with all of these things.

4. College Core Values and Strategic Directions - Choose one of the College core values or strategic directions and explain how this activity is relevant. Please include this response to a maximum of **½ page typed**. (Please see <https://www.lanec.edu/planning/vision-mission-values> for Lane’s Core Values and <https://www.lanec.edu/planning/strategic-directions> for Lane’s Strategic Directions.) (10 points)

Strategic Direction: A Culture of Teaching, Learning and Innovation

I consider myself an agent for positive change in my students’ lives and in the college as a whole. The changes taking place in humanities disciplines as they have “gone digital” and changes in higher ed as a whole suggest that the teaching and learning environment at Lane in future will not look like it has for the past 100+ years. In my disciplinary areas of Writing and Literature, it can feel like the deeply humanistic character of these fields can get lost as we focus on data visualizations, search engines, and computerized analysis. And while this can be true, I have witnessed vast new humanistic veins of inquiry emerge from the cross-disciplinary focus of humanities computing.

For example, the “ethos of repair” that uses “broken world thinking” to respond to world change is a sister concept to “sustainability” and emphasizes optimism in the face of our world’s problems; humanists can integrate theories, practices, histories, aesthetics and communities of broken worlds in need of repair. Humanities computing--like Human Centered Design--is inherently cross-disciplinary and holds the promise of deep development of cross-disciplinary connection over time. Likewise, digital humanities provides a natural integration of STEM fields with arts and humanities, and in fact can provide a comfortable place for STEM students to shine while they move beyond their comfort zones.

My book project examines the ecology of higher education and digital humanities teaching and scholarship systemically with several goals: 1) to articulate problems with the pipeline of professional development and collaboration/mentoring between universities and community colleges; 2) to ensure equity in digital humanities pedagogy through frameworks for teaching DH that recognize and celebrate the unique qualities of CC students, i.e., working-class time orientation, belonging uncertainty among communities of color and first generation students, and adult learners’ prior learning and goal orientation; 3) to elevate the profile of humanities faculty working conditions in the country’s 900+ community colleges so that professional development opportunities and theoretical debates will involve CCs. This book can then become a resource locally for humanities programs to see whether and how they can develop an equitable and accessible DH at their CCs. Finally, my DH course is entirely offered online and provides me with “action research” for supporting Lane students. By responding to students across the spectrum of DH familiarity and comfort, I question my own assumptions. My teaching will be informed by this book and by my interviews and survey data from CC faculty.

5. Evaluation of Success and Dissemination –

How will I evaluate the success of my book? The most traditional way will be when I find a book publisher and the book gets published, and then, upon publication that it will be well received by colleagues. But perhaps more important to evaluation of its success will be the reception of my ideas among digital humanities colleagues at community colleges— at conferences and online and also here at Lane as I share my work.

In addition to the oral and written report opportunities for this activity, I will continue to use my blog <https://blogs.lanec.edu/dhatthecc/> to share insights. I plan to attend at least two conferences to share my findings--the Community College Humanities Association conference and the Modern Language Association convention (The American Council of Learned Societies will co-host the CCHA in Spring 2020). I will share these presentations on my blog. If there is interest among colleagues, I would be happy to attend an FPD roundtable on this or a related topic. To my estimation, as we get more involved in guided pathways work the topic of “what the humanities are for” in a CC context

will continue to be pressing, as universities around us in Oregon are themselves requiring fewer lower-division transfer humanities courses. An aspirational goal of my work on this project is to find a way for humanities to remain an essential part of all degrees at Lane--as essential to the Lane student experience as the arts, history and culture are to the human experience. I'm certain that FPD-sponsored conversations about this topic will bring faculty together.

ADDITIONAL POINTS

Please calculate your potential additional points below.	Your Points
Enter 12 points if this would be your first term of sabbatical leave, 6 for second, or 3 for third.	3
Enter one point for each year since hire as a contracted faculty member including this year if you have <u>never</u> taken a sabbatical <i>OR</i> one point for each year since your last sabbatical including this year.	6
Total Points	9
Total with limit – If the total is 25 or less, write your total here. If it is more than 25, enter 25 here. (25 is the maximum.)	9

The final selection will be based on attempting not to award too many sabbaticals within the same disciplines. (Please see 23.8.7.1 of the faculty contract for details.)


The decision of the Committee is final and is subject to appeal only on grounds specified by LCCEA Executive Board.

PART 4: DIVISION DEAN ACKNOWLEDGEMENT AND COST ESTIMATE

Division Dean:

Please sign below to acknowledge receipt of a copy of this application and provide an estimate of the cost for a replacement. Thank you.

	<u>Salary</u>	<u>OPE</u>	<u>Total</u>
1 term - 3 classes	16512.47	+ 6,439.86	= 22,952.33
2 terms - 6 classes	33024.94	+ 12,879.73	= 45,904.67
1 year - 9 classes	49587	+ 19,338.93	= 68,925.93

Estimated replacement cost: Salary \$ <u>49,587</u> OPE \$ <u>19,338.93</u> Total \$ <u>68,925.93</u>		
Division Dean: <u>Patrick Blaine</u>	Ext. <u>5418</u>	
Signature: 	Date: <u>1/30/19</u>	

Estimated replacement cost: Salary \$ <u>49,587</u> OPE \$ <u>19,338.93</u> Total \$ <u>68,925.93</u>		
Division Dean: <u>PATRICK BLAINE</u>	Ext. <u>5418</u>	
Signature: <u>SEE ABOVE</u>	Date: <u>1.30.19</u>	