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UNLOCKING FULL-TIME

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EXERCISE

- Introduce yourselves
  - Name
  - Discipline
  - College (city, state)

- (1 min) With partner, describe a class period or assignment either from the past couple weeks or that you are preparing now
FOLLOW-UP THOUGHTS

- Share examples.
- Were you excited to talk about your teaching?
- Do you feel that your answer sounded interesting and engaging? Be honest.
- Would you want to sit in your class?
- Would the other person hire you?

How might you change what you do in the classroom now, so that your answer does connect and inspire?
WHO’S IN THE ROOM?

- Current position
  - Part-time faculty
  - Full-time faculty
  - Non-teaching

- Why are you here?
  - Searching for FT job
  - Local leader
  - Other

- Where are you from?

- Discipline
  - Career Tech (vocational)
  - STEM
  - Humanities, Social Science

- Type of Institution
  - Community College
  - Four-Year Institution
Chronological-ish list
- Application
- Interview

Do’s, don’ts, and expectations
- Do proofread everything!
- Don’t assume the committee already knows what you have to offer.
- Expect to write and/or speak about a commitment to serving diverse populations.
DISCUSSION BY TOPIC

- Teaching
- Diversity
- Campus & Community
- Technology
- “Any Questions” Question
TEACHING DEMONSTRATION

(2 min) Discuss with neighbors:
- PowerPoint vs no PowerPoint?
- Lecture only or interact with committee?
- Toys/demos/videos or keep it more formal?

Share examples.

The teaching demo is your “speed-date” opportunity to show how you articulate accurate content in an engaging manner.
DIVERSITY QUESTION – CONSIDERATIONS

- Demographics of your campus and community (e.g., ethnicity/race, gender/gender-identity, sexual orientation, first-generation college, veterans, academic preparation, economic condition).
- Your experience with student and/or faculty organizations geared toward specific populations (e.g., Women in Science, etc.)? If none yet, are you interested in or could you help another colleague in this area?
- Concrete examples have you used in your classes (e.g., readings, videos, assignments, field trips, etc.) to bring an awareness of diversity to your students and yourself. If none, brainstorm some ideas that you might put to use this semester.
Examples include:
  - Shared governance (e.g., student government, academic senate, union)
  - Committees
  - Club advisor
  - Outreach
  - STEM events (e.g., robot competitions)
  - March in March, or other political action
  - State or city events with students
  - Offer to give workshop for Professional Development

What if you have no experience?
(1 min) Alternating with your partner, make a list of technology that you use or could use in teaching.

Share examples.

PowerPoint and Blackboard are generally not innovative uses of technology.

Depends on discipline (e.g., social media, clickers, instrumentation, videos, apps, software, etc.).
“ANY QUESTIONS” QUESTION

- Nope, I’m good.
- (1 min) With your partner, come up with two suitable questions to ask.
- Share examples.
- (1 min) With your partner, state why you are interested in this job and why they should hire you.
“ANY QUESTIONS” QUESTION

- Ask something relevant about the program, curriculum, campus committees, or emerging issues.
- Prepare concise statement (~ 1 min) reiterating why your knowledge, skills and abilities are exactly what this department needs, and how excited you would be to work with them.
THE TUTORIAL, REVISITED

- Living document, made better by your input.
- Comments, questions, respectful disagreements?
THE PRACTICAL REALITY OF PART-TIMERS

- They have no free time.
- If they had free time, they would probably put it towards their teaching.
- But...they have no free time.
- Union volunteering is usually a low priority, even when they support the cause.
- Most PT faculty want a FT job.
- Wide range of support from FT colleagues.
AH-HA MOMENT

- Internal candidates were generally not successful.
- They didn’t seem to know what to expect in an interview.
- Very few understood that campus life, committees, senate, etc. would be part of the job.
- Even fewer recognized the importance of the diversity question.

Ah ha: We are educators...why don’t we help our PT faculty learn what is expected during the process so that they can be successful?
GIVING RATHER THAN TAKING

- Present this workshop with no strings attached.
- Offer to review application materials.
- Build relationships with PT faculty by meeting their needs.
- Benefit from inspiring exchange of ideas.
- View as a long-term strategy for member engagement and union support.
IDEAS FOR RUNNING THIS WORKSHOP

- Present a single session, like today.
- Hold multiple sessions, each focused on one topic.
  - Cover letter
  - Diversity statement
  - Interview
- Survey attendees.
- Offer to read materials.
- Follow up with non-members.
“...our greatest career potential isn’t reached by conventional, critical thinking alone. It’s also not reached by innovative, unconventional thinking alone. Our greatest personal potential is reached when unbridled imagination is applied with critical competence and when business acumen is embodied with artistic finesse.”

Erik Wahl, *Unthink* (p. 17)