Abstract: Through Proyecto Transformar, we designed and implemented a linguistically inclusive faculty learning community (FLC) to promote a Translingual-Community Engaged approach to higher education teaching. Translingual pedagogies can be applied in all teaching contexts across disciplines and are anchored in active learning through community engagement. Two goals guided our project: (1) Creating a FLC that invested in designing and implementing linguistically inclusive and community engaged teaching practices; and (2) Building capacity in translingual community-engaged teaching and learning. We designed and implemented a high quality FLC in the Spring 2018 semester. This awarded grant assisted us in funding stipends for faculty participants and undergraduate and graduate research assistants, which was fundamental to accomplishing outcomes and deliverables.

Deliverables: Our project combines strong quantitative and qualitative data with faculty members and students across academic disciplines. We set out to accomplish the following outcomes: 1. develop a framework for translingual pedagogy across academic disciplines, 2. evaluate the impact of the FLC on faculty members’ pedagogical revisions and attitudes toward language difference and active learning, and 3. assess the impact of faculty members’ pedagogies on students’ language awareness and academic engagement. The project involved two phases: phase one consisted of the implementation of the faculty learning community, the exploration of the TCEP framework across academic disciplines, and submission of revised teaching materials (n=10), and phase two consisted of inviting faculty participants to continue the exploration of TCEP in their selected courses during Fall 2018 via written reflections (n=five) and student data via pre- and post-surveys on language awareness and academic engagement (n=200). The specific deliverables for each outcome included:

- Development of Framework: We developed a framework consisting of six interconnected dimensions that we explored at length with faculty participants over the course of one semester in five two-hour interactive and engaged workshops.

- Faculty Pedagogical Revisions and Attitudes: 10 faculty members were selected to participate from across academic disciplines, including music, Spanish, health, math, bilingual studies, writing, business, learning framework, history, and political science. To ascertain the impact of the FLC on participants’ attitudes toward teaching, we collected data in various forms: 1. observations of workshop sessions; 2. pre- and post-surveys on knowledge and confidence in translingual-community engaged pedagogies and active learning; 3. written reflections throughout the sessions and during the implementation semester, revised syllabi, and course assignment; and 4. personal interviews at the end of the workshop series. Data is currently being analyzed.
• **Students’ Language Awareness and Engagement:** In addition to measuring the impact of a FLC on faculty members’ knowledge, beliefs, and practices, we measured the impact on students’ language awareness and academic engagement. Out of the 10 faculty participants, five agreed to participate in the second research phase that involved collecting data in the undergraduate courses they taught Fall 2018. Data is currently being analyzed.

**Dissemination of Findings:** As we continue analyzing the impact of a translingual pedagogy faculty learning community, we have also begun disseminating findings in diverse forms.

**Conference Presentations:** We have submitted our work to national conferences where we will reach diverse audiences for different purposes.

- A roundtable workshop proposal entitled, “Transformando la Enseñanza: Incorporating Translingual-Community Engaged Pedagogies in Higher Education” will be presented at the Conference on College Composition and Communication (CCCC 2019), which is a national conference composed primarily of college writing instructors and administrators. Our proposal was accepted and will be included in the workshop program entitled, “Engaging the Global: Performing Translingual/Transmodal Pedagogies in Writing Classroom.” In this roundtable workshop, we intend to present the framework we designed and the structure of the faculty learning community. The ultimate purpose is to present our work as a model for professional development by inviting participants to reflect on how they might implement a similar approach that fits their unique linguistic and cultural contexts.

- A workshop entitled, “(Re)thinking Writing Tutoring Across Linguistic Borders: A Translingual-Community Engaged Framework for Peer Tutoring in Writing,” to National Conference on Peer Tutoring in Writing (NCPTW 2018), which is a national conference composed primarily of writing center administrators, writing instructors, and peer writing tutors. This workshop focused on discussing and rethinking the TCEP framework in the context of peer tutoring in writing.

**Book Project:** Multilingual Matters offered us a contract to publish an edited book entitled *Translingual-Community Engaged Pedagogies in Higher Education: Insights from a Faculty Learning Community.* The book aims to highlight the development, implementation, and evaluation of the translingual-community engaged faculty learning community. Faculty who participated in the FLC were invited to submit a chapter proposal. Ultimately, the book promises to be valuable in higher education contexts, especially at Hispanic Serving Institutions, where there is limited scholarship and professional development resources that account for language inclusivity and diversity in teaching and learning.

**Next Steps:** Because we believe that quality professional development is integral to students’ success in a socially just learning environment, we also wish to explore ways to sustain a linguistically inclusive faculty learning community by seeking internal and external funding opportunities.