

Faculty Professional Development Program Report, 2019-2020

“Having FPD opportunities at LCC encourages inquiry and expansion of scholarship, which we absolutely need in order to meet ever-changing student[] needs”

–Fall 2019 survey respondent

Both contracted and non-contracted faculty at Lane are actively engaged in professional development relevant to their disciplines, pedagogical improvement, and community building. [The Faculty Professional Development program](#) supports all faculty in their professional development endeavors through a range of programs. This report documents faculty use of and response to Faculty Professional Development (FPD) programs, finding that the year was busy and productive despite the disruption caused by the move in spring to remote instruction/meetings and cancellation of on- and off-campus events.

FPD Programs and Events:

1. Professional Activities

Lane faculty are actively engaged in their fields through presenting at and attending various state, regional, and national conferences as well as enrolling in external courses and workshops. The [Professional Activities fund](#) supports both contracted and part-time faculty in their attendance at, enrollment in, and/or participation in external courses, workshops, and conferences. The Professional Activities Committee approved 85 applications this year. 23 approved events had to be cancelled due to college travel restrictions, and we received substantially fewer applications than is the norm between March and May. Nevertheless, faculty at Lane and organizations/institutions around the country began to adapt to digital participation formats, and applications were up in June for online conferences and courses. While FPD supports faculty in many of their pursuits, please note that some faculty attend additional events that are not listed below and for which they pay out-of-pocket.

Professional activities in which Lane faculty participated (or planned to participate) this year include:

Conference Presentations/Exhibitions at:

American Association for Women in Community Colleges
American Physical Therapy Association Educational Leadership Conference
Association for Educational and Communication Technology Conference
Coalition on Adult Basic Education Conference
Conference on College Composition and Communication
15th International Workshop on Computer Music and Audio Technology
Giant Robot 2 Gallery “Post-It Show 15”
Kyma International Sound Symposium 2019 (2 presenters)
Modern Language Association Conference (2 presenters)
Oregon Library Association Conference
Oregon Physical Therapy Association
Oregon Teachers of English to Speakers of Other Languages Conference
(multiple presenters)
QCrypt 2020
Society for Personality and Social Psychology
Washington College Chemistry Teachers Association Conference (2 presenters)
Western Psychological Association Annual Conference

Other Conference Attendance at:

American Association Physics Teachers Conference
American Association of Medical Assistants Annual Conference
American Association of Teachers of Spanish and Portuguese Conference
American Dental Hygiene Association Annual Conference
American Health Information Management Association: Assembly on Education
Symposium/Faculty Development Institute
American Indian Higher Education Consortium Spring Conference
Annual Physical Therapy Association
Association of Perioperative Registered Nurses Annual Conference and Expo
Automotive Training Expo
Center for Educator Recruitment, Retention and Advancement Conference
Cooperation Education and Internship Association Annual Conference
Geological Society of American Annual Conference
Lane County Nurse Practitioner Association Conference
LOEX Conference
Modern Language Association Conference
National Conference for Teachers of Accounting at Two-Year Colleges
National Career Development Association Global Conference
National Teaching Institute (NTI) and Critical Care Exposition
Northwest eLearn Annual Conference
Online Learning Consortium Innovate
Oregon Dental Conference
Oregon Mathematical Association of Two-Year Colleges Conference
Primary Care Conference

Psych Congress
Special Interest Group on Computer Science Education Conference
Washington-Oregon Higher Education Sustainability Conference

Courses/Workshops/ Residencies:

“The Art of Facilitation: Facilitating for Change and Community”
The Arts Center – Artist Accelerator Program residency
ASIST Suicide Intervention Training
Barrow Group professional acting program
“Brain Works: Better Teaching with the Brain in Mind”
Certificate in project management
Certifications and doctoral courses in nursing
Certification in healthcare interpretation
Certifications in flight technology
Certified Information Systems Security Professional (CISSP) training
Clinical mental health counseling graduate courses
Creating infographics course
Data analytics graduate courses
“Embedded Librarians in Online Courses”
Equity Sparks
Gerace Research Center: “Island Ecology in the Bahamas”
Graduate Certificate in Medical Physiology courses
Health Communication graduate course
Instructional Designer workshop series
“Legal and Ethical Issues in Behavioral Health in Oregon”
Medical Interpretation course
Oregon Volunteer Firefighters Association: Swift Water Technician Course
“Public Policy in Higher Education”
Reading Apprenticeship 101 course
Spanish healthcare interpreter training
Vermont Studio Center Artist Residency
Voicethread certified educator course
Voiceover courses

“Thank you for what you do! FPD events always get me thinking on new levels. I’m very grateful for the high-quality programs you put together.”

–Spring 2020 survey respondent

2. Faculty Connections [Report from Meggie Wright, Faculty Connections Coordinator]

[Faculty Connections](#) saw big changes and big challenges during the 2019-20 academic year. Meggie Wright took over as the Faculty Connections Coordinator after long-standing coordinator Liz Coleman retired. Liz is a tough act to follow, but we were able to implement a successful Fall Orientation, thanks in large part to the collaboration of the Faculty Connections Steering Committee. 41 faculty members participated in the 2019 Orientation, which featured Paul Jarrell and Marge Hamilton as guest speakers and sessions on engaging introductions, backward design, a campus tour, and many college resources. In a survey conducted following Fall Orientation, 100% of respondents ranked the orientation as “a good use of my time.”

The Faculty Connections program also supports a mentoring program for new faculty. 13 mentor-mentee pairs continued meeting throughout the academic year. In response to mentor concerns on how to address difficult questions about workplace culture, Faculty Connections hosted a series of three “Elephant Talks,” space for faculty to discuss work-related “elephant(s) in the room.” At the end of the series, attendees set the goal of increasing community and accountability among LCC faculty.

Unfortunately, our program did not go unaffected by the COVID-19 pandemic; unsurprisingly, we were not able to hold the annual Faculty Connections picnic during spring term. Instead, Meggie facilitated weekly “Afternoon Teas” over Zoom, which were open to Faculty Connections participants needing social time or emotional support. Now that the 2019-20 academic year has wrapped, the Faculty Connections Steering Committee has started planning for our Fall Orientation 2020 in a new, remote format. We look forward to stretching ourselves as educators this summer as we remix an eight-hour orientation into an example of engaging online pedagogy.

“I so appreciate FPD and the opportunities to learn, collaborate and share with colleagues and students.”

—Spring 2020 survey respondent

3. Faculty Inquiry Groups

[Faculty Inquiry Groups](#) allow contracted and part-time faculty members to convene in groups of 4-8 to investigate and discuss, over the course of one or more terms, topics that support teaching and learning. In 2019-20, FPD supported 6 Faculty Inquiry Groups. Topics, disciplinary fields, participant numbers, and report excerpts/summaries follow:

- Culturally Responsive Teaching (Interdisciplinary, 8 participants) (delayed until Fall 2020)
- Exploring Quantitative Literacy (Math, 4 participants)

- “We feel validated in continuing to include QL [quantitative literacy] in our courses. Rather than overhauling an entire course, we can include an excerpt of an article as a warm up for discussion. This makes integrating QL into our courses simpler. It’s also important to use current examples rather than old data, so we need to be able to quickly share current events with our students.”
- Intercultural Competency, Stereotype Threat, and Inclusion (English as a Second Language, 8 participants)
 - “The purpose of the focus interest group was to explore new developments in intercultural competency, simulation games for intercultural competency (especially from the research of Sivasailam ‘Thiagi’ Thiagrajan), and effective methods for creating inclusion in our classes. . . . One example was how to introduce the idea of identifying one’s pronouns with people from other countries and with varying degrees of English language mastery. Another example was the intersection of students’ home cultures and their socioeconomic status.”
- Integrated Credit/Non-Credit Models to Support Underrepresented Students (Interdisciplinary, 7 participants)
 - “[W]e concluded through our inquiry, looking at student needs and promising models, that we have the potential to move the dial for our students in terms of enrollment, retention, persistence, and completion, if we are able to scale up and support students’ needs through a more comprehensive integrated model. We believe this work is fundamental in Accreditation, Assessment, and Guided Pathways.”
- Pedagogy and Practice of Field Trips (Earth and Environmental Sciences, 8 participants)
 - This group discussed the pedagogy and technology of conducting in-person and virtual field trips, and researched three locations, including the coast, Amazon Creek, and – in response to the Covid-19 pandemic – a virtual field trip conducted using Google Earth Pro.
- Representational Fluency in Science and Math (Interdisciplinary, 4 participants)
 - This group discussed representational fluency and competence, or “the ability to use representations meaningfully to understand and communicate . . . ideas and to solve problems,” considering what it looks like and what the lack of it looks like. FIG members hosted a brown bag discussion in February 2020 to share some of their findings.

The FIG Committee has approved two Faculty Inquiry Groups for Fall 2020. Topics, disciplinary fields, and participant numbers are as follows.

- Course-based Undergraduate Research to Improve Academic Success for Students of Color (Interdisciplinary Science, 4 participants)
- Active Learning, Metacognition, and Science Identity Formation (Interdisciplinary Science, 6 participants)

More detailed reports can be found on [the FPD website](#). The Oversight Committee also has set aside a small pot of money so that Faculty Inquiry Group participants may hold brown bags/ colloquia for their departments and divisions to share and discuss what they have

learned with a wider audience; we anticipate that next year, these colloquia might be hosted using Zoom!

“The sabbatical that I received was excellent and I hope this type of funding will still be available for future generations of teachers.”

- Fall 2020 survey respondent

4. Sabbaticals

[Sabbatical leave](#) allows individual contracted faculty the opportunity to pursue sustained research and writing relevant to their disciplines as well as LCC’s [strategic directions](#) and [core values](#).

During the 2019 Fall In-service week, nine faculty members presented their work from the 2018-19 year. Reports included:

- Claire Dannenbaum, Library, “With Literacy and Justice for All: Library Programs for Refugees and Asylum Seekers”
- Amy Gaudia, Adult Basic and Secondary Education, “Math and Music Connections: An Exploration of How Basic Mathematical Skills May be Improved by Incorporating Music and Musical Concepts into the Adult Basic Skills Math Classroom”
- Jessica Knoch, Math, “First Year Study Towards a Doctoral Degree in Mathematics Education”
- Joe McCully, Hospitality, “Dublin Meets the Pacific Northwest”
- Aliscia Niles, Adult Basic and Secondary Education, “Seeking Asylum in the U.S.: Examining the Humanitarian Crisis Locally, at the Border, and in Guatemala”
- Jim Salt, Sociology, “The Trump Turn and the Politics of the Capitalist Class”
- Wendy Simmons, Health and P.E., “Eat, Pause, Listen: Wise Ways to Live in a Busy World”
- Drew Viles, Writing and Literature, “Researching Two Siletz Family Stories”
- Clive Wanstall, Culinary Arts, “Contemporary Culinary Programs in England: Professional/ Technical Programs in Transition”

At least 48 members of the campus community attended the presentations.

In 2019-20, FPD supported seven faculty members on sabbatical. Reports will be shared via Zoom in Fall 2020. Names, disciplines and topics follow:

- Amy Beasley, Languages, Literature, and Communication, “Educating into Creativity: Creative Pedagogy and Composition” [delayed until 2020-21]
- Stacey Kiser, Science, “Wildlife Research and LCC Alumni Tour”
- Kathleen Lloyd, Social Science, “Archive Interviews: Capturing the Oral Tradition of Dr. Maria Montessori’s Discovery of Children’s Ability to Self-Regulate by Designing the Environment for Focused Attention”

- Anne McGrail, Languages, Literature, and Communication, “Research/Book: In Resilience and In Repair: Digital Humanities at Community Colleges and Limits of ‘Cooling Out’”
- Ahmad Rajabzadeh, Math and Engineering, “Development and Construction of an Electrical Power Plant from Harnessing Tidal Energy” [delayed until 2020-21]
- Michael Sámano, Social Science, “Archival Methodology and Institutional Memory of Ethnic Studies at Lane Community College, University of Oregon, and Oregon State University”
- Jennifer Tavernier, Health Professions, “Doctor of Nursing Practice Practicum”

In Fall 2019, the Sabbatical Committee created and shared a more formal rubric than the committee formerly used. The FPD Coordinator designed and offered informational sabbatical workshops.

In March 2020, the committee approved nine sabbatical applications for 2020-21. Names, disciplines, and topics follow:

- James Garcia, Multicultural Center/ Student Engagement, “The *Puertas Abiertas* Leadership Academy: A De-colonized Approach to Recentering the Lives of Latinx Middle, High School, and College Students”
- Brian Haimbach, Arts, “How to Be a Sissy 2: Why I Never Had the Balls to Be a Drag Queen”
- Cybele Higgins, English as a Second Language, “Environmental Activism, Law, and Language”
- Steve McQuiddy, Academic Learning Skills, “Hidden Histories: How to Find the Truth When the Internet is Not Enough”
- Phil Moore, Math, “Number Theory Research and Collaboration”
- Casey Reid, Languages, Literature, and Communication/ Academic Tutoring Services, “Bringing a Critical Reform Framework to WPA Labor in Two-Year College Contexts”
- Andreas Salzmann, Arts, “Research of the Building Methods, Locations, and Sacred Objects of Medieval Western Europe”
- Brooke Taylor, Science, “From Vine to Bottle: The Chemistry of Wine”
- Suzanne Williams, Social Science, “Immigration Detention and Family Separation in the U.S.: Structure and Collective Action”

“I love the brown bags when we can discuss as small groups. I like hearing about what other faculty are doing and discussing our reasoning behind it.”

– Spring 2020 survey respondent

5. Inclusive Teaching Event Series

Historically, Faculty Connections has hosted a series of brown bags for mentors and mentees. With the intent of expanding this opportunity to the faculty at large, in Spring of 2019, a

group of interested faculty members convened to form a Pedagogy Brown Bag Committee. Based on the results of a survey to which 44 faculty members responded, we developed a focus for 2019-20 of [“Inclusive Teaching”](#): the practice of designing courses and activities so that they are welcoming to and inclusive of all students, no matter their demographics, background or ability. Two important concepts for inclusive teaching are “universal design for learning,” which emphasizes flexible, accessible pedagogical planning and “the hidden curriculum,” or the knowledge sets students need to succeed which often remain “hidden” and inaccessible to students new to college culture. As the year progressed, the committee decided to move beyond brown bags to support panels and external speakers. In Fall 2019 and Winter 2020, Lane faculty members facilitated:

- Two introductory brown bags focused on the concept of inclusive teaching.
- One panel w/ faculty members from science who went through OSU’s Inclusive Excellence Fellows program
- One student panel focused on Hidden Curriculum w/ a follow up brown bag discussion
- Creation of a Moodle page w/ resources for faculty around inclusive teaching.

With the Office of Equity and Inclusion, we had invited as a speaker and workshop leader Dr. Lisa Nunn from the University of San Diego to discuss ways to support first-year and first-generation students, but we had to cancel her visit due to campus policies on travel enacted during the Covid-19 pandemic. We also had to delay a planned Spring Conference session focused on inclusive syllabi, as well as a “Great Ideas for Teaching Students” session.

Events that we were able to provide had 33 attendees total, including facilitators and faculty presenters, with many faculty members attending more than one event. 29 faculty members enrolled in the Moodle site.

With continuous improvement in mind, we circulated an end-of-year survey, and received feedback on various events from 11 faculty members. Feedback on quantitative questions was limited and varied (2-3 answers per event-specific question), so the numbers we gathered were statistically insignificant. Qualitative feedback was more helpful overall. Due to attending the series, participants report having improved their Moodle site, increased the use of Moodle reminders, and made efforts to “slow down” in the classroom. Two mention that their use of universal design for learning was reaffirmed. One suggests they will more readily reach out to the Center for Accessible Resources for help. Participants enjoyed meeting and collaborating with peers, as well as hearing about expert research and student perspectives. Suggestions for improvement included continuing the structure of an event and follow-up brown bag; incorporating asynchronous discussions on Moodle, Slack, or Discourse; making sure events are recorded; having more structured discussions in the brown bags; and better outreach to faculty. Some specifically addressed ways to adapt our situation to remote engagement. We also received a series of suggestions for specific topics we might cover.

There was interest from across campus in Dr. Nunn’s talk/workshop, and faculty respondents to the survey have indicated that they are interested in participating in Zoom sessions in the Fall, so we hope to reinvite Dr Nunn to present, dependent upon co-sponsorship with the

Office of Equity and Inclusion. We hope as well to reschedule our syllabus workshop and “Great Ideas” session, and to continue our Hidden Curriculum student panel next year. The first “hidden curriculum” session was instructive, and ended up being focused primarily on ways to support LGBTQ+ (and especially trans) students. This coming year, we plan to explore other aspects of the hidden curriculum and will reach out to TRiO to see if low-income students, first-generation students, and students with disabilities might like to share their experiences with the faculty. LCCEA has pledged support to continue the series past fall, so we hope to invite another speaker in the winter or spring of next year and to continue to develop workshops and brown bags. Finally, we proposed a workshop focused on inclusive teaching to the 2020 Oregon Education Association summer conference - and were accepted to present - but will delay until summer 2021. With the financial support of LCCEA, we look forward to the opportunity to continue the series in the upcoming year!

Q: What do you value most about FPD programs?

A: Ability to keep fresh in my discipline

-Fall 2019 survey respondent

6. Discipline Contact Grants

In 2019-20, 17 disciplines were supported in [purchasing memberships, journal access, and disciplinary books.](#)

7. End of year “toast”

Oversight Committee member Claire Dannenbaum conceived, marketed, and facilitated an end-of-year “Orchids and Onions” toast on Zoom to acknowledge and celebrate the resilience of the faculty over the spring term.

8. Teaching Pairs

FPD continues to work with the Academic Technology Center to promote Teaching Pairs, a peer response program for online instructors. Teaching Pairs was hosted in Spring 2020, and will be hosted again over the summer to help instructors strengthen their online and remote courses. Academic technology support for remote and online instruction can be found at [LaneOnline Training and Development Opportunities.](#)

9. Other programs and events

New Faculty Release is no longer supported by FPD. Teaching Squares, a peer response program for instructors, is on indefinite hiatus (though faculty can receive peer response to their online courses through Teaching Pairs). FPD continues to look into grant support to pilot a Classroom Research Fellows program.

Communication:

Throughout the school year, and approximately once a month, the FPD Coordinator sent eleven emails to the faculty with announcements and opportunities, published the Fall 2020 Newsletter, and redesigned the FPD brochure for distribution during Fall In-Service and throughout the year. She also met separately with the “Deans and Directors” group, Marge Hamilton, and Paul Jarrell, to discuss FPD offerings.

Assessment:

FPD circulated a Fall 2019 Survey and a Spring 2020 Survey, receiving responses from 18 and 20 faculty members, respectively. The surveys found that all FPD programs are valued, and Professional Activities funding is especially utilized and valued. 94.5% of Fall 2019 respondents thought FPD programs “very” or “somewhat” effectively supported their professional development needs, with 61.1% indicating that programs were “very” effective. (This question was not asked in Spring.)

Respondents indicate interest in more support with remote/online teaching strategies and course revision, grading strategies and practices, “expert-led discussions,” increased safety in the classroom in the context of the Covid-19 outbreak, faculty connectivity, and increased funding for and accessibility of programs. Please see the “Inclusive Teaching” section above for an overview of responses specific to that program.

Grants:

The FPD Coordinator applied for and received a \$4974 Education Empowerment Grant from the Oregon Education Association to support our Inclusive Teaching Events Series. Due to the disruption caused by Covid-19, the grant has been extended to the end of Fall 2020.

Center for Teaching and Learning Discussions:

With Ian Coronado, Dean of Instructional Support and Distance Education, as co-facilitator, the FPD Coordinator convened and facilitated meetings with 19 representatives from Academic Program Review, Academic Technology Center, Academic Tutoring/ Early Outreach, Open Educational Resources, the Library, Curriculum and Assessment, Scholarship of Teaching and Learning, the Honors Program, and Undergraduate Research to develop a vision, calendar, and proposal for a revived Center for Teaching and Learning.

The group developed the following vision statement: “The Center for Teaching and Learning of Lane Community College embraces, advances, and celebrates a vibrant culture of teaching and learning in which faculty and partners grow professionally through collaboration, inquiry, scholarship, innovation, experimentation, and reflection. Engaging the collective expertise of Lane faculty and colleagues around the globe, our goal is to foster dynamic, inclusive and socially just educational experiences and environments.”

The CTL is envisioned as a “hub” for campus programs and faculty to coordinate, plan, and communicate with each other around teaching and learning. It would be coordinated by two members of the Steering Committee (including the FPD Coordinator); the Steering Committee would be comprised of representatives of the above programs, one faculty representative from each division, and the Provost and the Lane Grants Manager, who would serve in advisory roles. Provost Paul Jarrell has read the proposal and is in support of the plan; a potential location on the 3rd floor of the Center Building and compensation for coordinators is under consideration, along with the goal of starting up the CTL next year.

The group developed a “[Teaching and Learning Events Calendar](#)” on Google Calendar, which is in use currently.

Budget:

Due to the cancellation of many in-person conferences and workshops, FPD did not spend its full allocation for Professional Activities. However, due to an LCCEA-LCC agreement to mitigate the budget deficit, FPD will return more than \$80,000 in funds (the equivalent of ~50 trips to professional conferences) to the College general fund. This amount of money accounts for all Professional Activities funds not spent this year, along with substantial funds that had been reserved for other, delayed, professional development activities. To offset the loss, FPD will decrease the amount of funds distributed to next year’s programs – likely Professional Activities – and hope that continued travel restrictions will reduce the impact of the loss.

Faculty Service:

The following faculty members spent much of their time and energy volunteering with FPD. Thank you to these dedicated faculty members!

FPD Oversight Committee Members

Committee Chair: Aryn Bartley, FPD Coordinator
Claire Dannenbaum, Library
Marc Duyck, Health Professions
Jay Frasier, Speech and Communication Studies
Adrienne Mitchell, LCCEA President
Michael Sámano, Ethnic Studies
Lori Tapahonso, Native American Student Program
Brooke Taylor, Chemistry
ASA Designee: Nikki Gavin

Short-Term Leave (Professional Activities) Committee Members

Committee Chair: Aryn Bartley, FPD Coordinator
Melinda Beane, Psychology
Amy Beasley, Writing and Literature
Bev Hickey, Early Childhood Education
Joe McCully, Hospitality Management
Liz Novicky, Nursing
ASA Designee: Nikki Gavin

Long-Term Leave (Paid Sabbatical) Committee Members

Committee Chair: Aryn Bartley, FPD Coordinator
Marge Helzer, Anthropology
Jay Frasier, Speech and Communication Studies
Jen Ferro, Library
Beth Thorpe, Health Professions
ASA Designee: Nikki Gavin

Faculty Inquiry Group Committee

Committee Chair: Aryn Bartley, FPD Coordinator
Paul Bunson, Physics and Astronomy
Ingrid Nordstrom, Writing and Literature
Wendy Rawlinson, Math
ASA Designee: Nikki Gavin

Faculty Connections Committee

Faculty Connections Coordinator/Committee Chair: Meggie Wright, Library
Aryn Bartley, FPD Coordinator
Ingrid Nordstrom, Writing
Rosemarie Tillman, Speech and Communication Studies
Wendy Simmons, Wellness Coordinator

Pedagogy Brown Bags Committee

Committee Chair: Aryn Bartley, FPD Coordinator
Katie Hachimoto, ESL
Patti Jackson, ABSE
Rachel Knighten, Spanish
Erika Masaki, Political Science
Laura Pelletier, Communication
Tracy Weimer, Office of Equity and Inclusion (Cultural Competency representative, Classified)
Meggie Wright, Library

Scholarship of Teaching and Learning

Dennis Gilbert, Physics

Last but definitely not least, thank you to Leah Smith, our very capable and intelligent Administrative Specialist, who regularly and with aplomb wades through piles of paperwork, troubleshoots with faculty, and navigates complex budgetary spreadsheets and databases to keep the program running.

The engaging, inspiring, and committed work of Lane faculty, both inside and outside of the classroom, often goes unseen – not through the deliberate actions of individuals, but because it is

engaged in so matter-of-factly and without fanfare. For example, this report by virtue of its nature does not address the many hours of work faculty put into redesigning their courses for remote delivery and supporting students over the course of spring term. While it forms an incomplete picture, however, it is the hope that this report will contribute to greater visibility and understanding of the important ongoing work undertaken by the faculty!

Aryn Bartley, Faculty Professional Development Coordinator
Completed 7/14/2020