

2020-21 Faculty Professional Development Program Report, Lane Community College

As we have all become accustomed to hearing over the last year and a half, the 2020-21 year has been “unprecedented” in its upheaval and stress. In the midst of a global pandemic and in the face of their own personal challenges, faculty were called upon to redevelop all of their courses for online and remote delivery, learn how to use Moodle to deliver course content and facilitate discussion, battle the black screens of Zoom in order to effectively engage class participants, and support their students – many of whom faculty had only met via a screen or through email – through what seemed like a never-ending crisis. For many of us, like so many in society at large, the pandemic has often felt overwhelming. Within this context, it is amazing that faculty engaged in any professional development beyond the minimum amount expected, and yet they did.

This report documents faculty use of [Faculty Professional Development \(FPD\)](#) programs, finding that, despite the ongoing challenge of pandemic teaching, many faculty members actively and intentionally engaged in disciplinary and pedagogical learning.

FPD and FPD-Affiliated Programs and Events:

1. Faculty Connections

Like most programs at Lane, Faculty Connections has adapted to online delivery. Coordinated by Meggie Wright, in 2020-21, the program provided a two-day online orientation and one-year mentoring program for nine new faculty. Along with supporting mentors and mentees, the program also offered “Mental Health Hangouts” and a “Get Sh*t Done Club” for faculty. Finally, Faculty Connections offered a live-streamed tour of Lane’s main campus last spring, with audio/visual help from Terry Holloway and Rory Beck in the Academic Technology Center.

2. 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 2020-21, FPD supported five Faculty Inquiry Groups. Topics, disciplinary fields, participant numbers, and summaries follow:

- **Active Learning in STEM (Science, 7 participants)**
This group investigated active learning in STEM, collaboratively composed posters, and devised plans for implementing new strategies in their classrooms.

- **Course-Based Undergraduate Research Experiences (CUREs) as a Tool to Improve Academic Success in Science Courses (Science, 6 participants)**
This group discussed foundational principles and strategies of CUREs and heard from a number of faculty at Lane about their own experiences implementing CUREs in the classroom.
- **Best Practices in Online Teaching through Lesson Study (English as a Second Language, 9 participants)**
This group learned more about best practices in online teaching and then experimented with using these best practices via the Japanese “lesson study” technique.
- **Culturally Responsive Teaching (Interdisciplinary, 8 participants)**
This group read Zaretta Hammond’s book *Culturally Responsive Teaching and the Brain*, drawing from their discussion a number of takeaways which they shared at the inaugural CTL Symposium during Spring term.
- **Small Teaching Online (Interdisciplinary, 6 participants)**
This group investigated approaches to making online classes engaging and supportive for students, drawing primarily upon Flower Darby’s book *Small Teaching Online*. They shared their findings and related approaches and assignments at the CTL Symposium in Spring.

More detailed reports can be found on [the FPD website](#).

3. 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](#).

In 2020-21, FPD supported nine faculty through sabbatical grants. Names, disciplines, and topics follow:

- James Garcia, Multicultural Center/ Student Engagement, “The *Puertas Abiertas* Leadership Academy: A De-colonized Approach to Recentring 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” [delayed until 2021-22]
- 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 Salzmänn, 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” [delayed until 2021-22]

Five faculty members have been approved to take sabbatical leave in 2021-22.

4. Inclusive Teaching Event Series

A primary focus this year was the Inclusive Teaching Event Series, sponsored by a grant from the Oregon Education Association. FPD hosted a number of events, including

- Five informal “Faculty Chats” focused on an introduction to inclusive teaching, teaching after the election, increasing student engagement on Zoom, and balancing work life and home life.
- A student panel with TRiO students and follow-up discussion
- Invited speaker Dr. Lisa Nunn, who presented a talk and workshop on college belonging for first-year and first-generation students
- Invited speaker Dr. Shadiin Garcia, who presented a talk and workshop on equity concepts, including asset-based framing and culturally sustaining pedagogy
- Three workshops designed and facilitated by Lane faculty/staff focusing on 1) writing an inclusive syllabus, 2) gender in the classroom, and 3) neurodiversity and Universal Design for Learning
- A faculty storytelling session to process teaching during Covid
- A faculty sharing session at the CTL Symposium
- Continued development of the “Inclusive Teaching Resource Site” on Moodle, and
- The compilation of an Inclusive Teaching bookshelf

Even in the face of the pandemic, the level of faculty engagement in the program was impressive. 107 faculty members attended at least one Inclusive Teaching session this year (up from 31 last year), and almost half of them attended more than one session. 13 faculty members facilitated at least one session. 66 faculty members have signed up for the Inclusive Teaching Resource Site.

In Winter 2021, FPD distributed a survey to the faculty, receiving responses from eighteen faculty members who attended at least one Inclusive Teaching event and/or used the Inclusive Teaching Moodle site. Out of those who responded:

- **94.1% (16/17)** agreed or strongly agreed that attending events in the series helped them understand the concept of inclusive teaching.
- **88.2% (15/17)** agreed or strongly agreed that attending events in the series gave them practical strategies or approaches for teaching more inclusively.
- **88.9% (16/18)** agreed or strongly agreed that based on attending events in the series, they planned to incorporate inclusive teaching strategies or approaches into their own work.

- **77.8% (14/18)** agreed or strongly agreed that based on attending events in the series, they already had incorporated inclusive teaching strategies or approaches into their own work. Faculty listed changes to course policies, course material selection, introductory practices, communication practices, assignments, and content delivery.

Along with other FPD programs, this series contributes to and nurtures a culture of teaching and learning at Lane. In the survey mentioned above, respondents noted that they most appreciated “[f]aculty collaboration and co-creation of teaching/learning culture,” “the input from faculty who had ideas as well as the presenters,” and “knowing I’m not alone in how I think and feel regarding the above topics.” Another respondent states, “What I like about all of these sessions is that we have both the opportunity to learn from experts and the opportunity to discuss our experiences, ideas, and impressions with colleagues. Each of these workshops I’ve attended have been great for inspiring new ideas and creating community among faculty.”

As we move forward into the new year, the Inclusive Teaching Committee hopes to incorporate opportunities to learn about, discuss, and implement trauma-informed learning practices, approaches to navigating “difficult dialogues” in the classroom, transparency in teaching and learning, and holistic teaching. Based on faculty feedback, we plan to offer more opportunities for asynchronous discussion as well as continuing synchronous programming.

Our first opportunity to put these plans into place will be this year’s In-Service activities for faculty (scheduled for Tuesday morning). FPD and ASA have invited neuroscientist and community college educator Dr. Mays Imad to discuss the impacts of stress and trauma on the body and the brain, especially as those impacts are manifested in learning and connection. Dr. Imad will offer her thoughts on what it will look like to care for our students, each other, and ourselves as we move into a new year of pandemic teaching. FPD will encourage faculty to follow up on our learning through an asynchronous discussion forum and a synchronous discussion on Zoom.

5. NEW THIS YEAR: Democracy Conversation Series

In winter and spring of 2021, a new committee began to plan an event series focused on the way social, political, and cultural challenges to democracy impact civic discourse both inside and outside of the classroom. In the coming year, we will host outside speakers to discuss topics like misinformation, scientific literacy, white nationalism and racist extremism, political factionalism, and voting rights. Our first event, scheduled for October, is a talk and workshop with digital literacy expert Mike Caulfield, who will address the challenges of navigating our online information environment and share his methodology for sifting through information.

6. 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 these activities. While, due to the pandemic, requests were lower than normal, in 2020-21, the Professional Activities Committee approved 76 Professional Activities applications. (Note that some of these events occurred in the summer of 2021, and some faculty ended up being unable to attend events for which they had applied.)

Professional activities in which Lane faculty participated this year include:

Conference Attendance at:

- A Black Education Network's Summer Institute
- American Association of Physics Teachers Conference
- American Association of Teachers of Spanish and Portuguese
- American College Health Association Covid-19 Summit
- American College of Sports Medicine Summit
- Association of College and Research Libraries Conference
- Conference on College Composition and Communication
- Latino Health Equity Conference
- Moveable Book Society Conference
- National Association of Biology Teachers
- National Teaching Institute and Critical Care Exposition
- OPTA Fall and Spring Workshops
- Oregon Dental Conference
- Symposium on Workforce Models
- Teachers of Accounting at Two-Year Colleges Conference
- TESOL International Conference

Courses/Workshops/ Residencies:

- AORN Perioperative Mastery 2.0 Course
- American Council on Exercise Personal Training Certification
- American Welding Society CW Exam
- Art of Facilitation: Roots and Blossoms of Facilitation
- CISSP Certification Training
- Cultural Food Practices course
- Data is Beautiful: Creating Infographics
- Dependable Strengths for College Workshop
- Embodied Justice and Regenerative Learning
- Microanatomy course
- Mindfulness Meditation Teacher Certification
- Praxispace
- Professional Summer Acting Program
- Recurrent Examiner Mechanic Seminar
- Telehealth and Anxiety Treatment Certification

7. Discipline Contact Grants

In 2020-21, 19 disciplines were supported in [purchasing memberships, journal access, and disciplinary books](#).

8. ATC Programs

FPD continues to work with the Academic Technology Center to promote Teaching Pairs, a peer response program for online instructors. Lane's Instructional Designers and the ATC deserve special mention for their work in supporting faculty as we moved our courses online. Along with Teaching Pairs, they have offered a Course Design course, facilitated workshops, and hosted open hours where faculty could get help with their courses. Academic technology support for remote and online instruction can be found at [LaneOnline Training and Development Opportunities](#).

9. Center for Teaching and Learning

Building on a year of planning and visioning, FPD collaborated with [a number of other campus programs](#) to launch a new Center for Teaching and Learning. FPD Coordinator Aryn Bartley and Kevin Steeves from Instructional Design coordinated the CTL, working with a Steering Committee comprised of representatives from a range of campus programs and faculty representatives from different divisions to move the Center's goals forward. This year's main goals were to familiarize the faculty and the rest of the campus community with the CTL and to strengthen the role of the CTL as a "hub" for campus programs and faculty engaged in professional development in teaching and learning. Faced with the inability to meet on campus, we aimed to accomplish these goals by developing online infrastructure, communication and programming.

Through the work of the Steering Committee members, event-focused subcommittees, and the coordinators, in 2020-21, the Center for Teaching and Learning accomplished the following:

- 1) Developed [a website](#) that could serve as an informational hub for faculty and other employees so that they could find appropriate program links, contacts, and other resources;
- 2) Developed a common [CTL Google Calendar](#) where affiliated programs could post relevant events for the faculty;
- 3) Hosted a "kickoff" celebration to familiarize the campus community with the CTL; and
- 4) Worked with Media Arts to "brand" the CTL through the development of a logo.

The Center for Teaching and Learning's biggest achievement was the implementation of Spring term's CTL Symposium, which lasted over two weeks, involved more than 125 participants (many of whom attended and/or facilitated more than one session), and included more than 25 sessions focused on:

- Inclusive, Equitable, and Culturally Sustaining Pedagogies and Programs
- Online Teaching and Technology
- Course Design and Pedagogy (General)
- Assessment and Program Review
- Student Support Resources and Programs, and
- Faculty Resources

As of 6/7/2021, we had received 25 responses to our evaluation for the Symposium. Of these responses, we received the following feedback:

- Participating in the Spring Symposium helped me learn more about important issues related to teaching and learning. (1= I do not agree; 3= neutral; 5= I completely agree) **Average score: 4.52**
- Participating in the Spring Symposium gave me concrete strategies to use to improve my teaching and/or student learning. (1= I do not agree; 3= neutral; 5= I completely agree) **Average score: 4.39**
- Participating in the Spring Symposium helped me to connect with my colleagues. (1= I do not agree; 3= neutral; 5= I completely agree) **Average score: 4.35**
- The CTL's Spring Symposium helps to support a culture of teaching and learning at Lane. (1= I do not agree; 3= neutral; 5= I completely agree) **Average score: 4.75**

Members of the CTL look forward to continuing our work this year, and have begun by creating an online [Teaching Handbook](#) to answer questions commonly asked by faculty. This year, we also hope to secure a warm and welcoming physical space for Faculty Inquiry Groups, the Inclusive Teaching Series, Instructional Designers and other groups – as well as individual faculty members – to use once we are back on campus.

Support for FPD:

The Faculty Professional Development program ran smoothly throughout the year. This would not have been possible without the continuing labor of our classified staff members. Thank you to Leah Smith, who served as our Administrative Specialist for most of the year, as well as to Mai Mathers, FPD's interim Administrative Specialist, and Monica Hancock, our new (and permanent!) Professional Development Analyst, both of whom spent many hours learning about our programs and troubleshooting our database. Patrick Blaine, the Dean of Curriculum, Assessment, and Grant Development, has spent many hours attending FPD meetings.

Finally, the 32 faculty members listed below spent a great deal of time and energy in service to their fellow faculty (and therefore, our students!) - even during a global pandemic. Faculty reviewed the budget, read and approved applications for grants, planned programs and events, facilitated discussions, and more. Thank you all for your incredible commitment and work!

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: Patrick Blaine

Short-Term Leave (Professional Activities) Committee Members

Melinda Beane, Psychology
Amy Beasley, Writing and Literature
Bev Hickey, Early Childhood Education
Liz Novicky, Nursing
ASA Designee: Patrick Blaine

Long-Term Leave (Paid Sabbatical) Committee Members

Marge Helzer, Anthropology
Jay Frasier, Speech and Communication Studies
Jen Ferro, Library
Stacey Kiser, Biology
Beth Thorpe, Health Professions
ASA Designee: Patrick Blaine

Faculty Inquiry Group Committee

Paul Bunson, Physics and Astronomy
Ingrid Nordstrom, Writing and Literature
Wendy Rawlinson, Math
ASA Designee: Patrick Blaine

Faculty Connections Committee

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

Inclusive Teaching Events Committee

Rachel Knighten, Spanish

Erika Masaki, Political Science

Laura Pelletier, Speech and Communication Studies

Kendra Rivera, Speech and Communication Studies

Michael Sámano, Ethnic Studies

Tracy Weimer, Office of Equity and Inclusion (Cultural Competency representative, Classified)

Meggie Wright, Library

ASA Representative: Patrick Blaine

Democracy Conversation Series Committee

Claire Dannenbaum, Library

Marc Duyck, Health Professions

Lawrence Rasheed, African American Student Program

Michael Sámano, Ethnic Studies

Lori Tapahonso, Native American Student Program

Sabbatical (Unpaid) Committee

Jeffrey Borrowdale, Political Science

Steve McQuiddy, ALS

ASA Representative: Patrick Blaine

Scholarship of Teaching and Learning

Dennis Gilbert, Physics

Aryn Bartley, Faculty Professional Development Coordinator

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