

2021-22 Faculty Professional Development Program Report, Lane Community College

“FPD is a shining star at Lane. ... [I]t makes Lane an incredible place to work and teach. I am so thankful for the support and constant encouragement and tools to be a better instructor and serve students more effectively.” -Winter 2022 Survey response

“I appreciate that [FPD] is faculty-led and that it supports each faculty member's research and teaching agenda as well as the college's ongoing initiatives and emphases (e.g., online pedagogies, democracy and equity in education).” – Winter 2022 Survey response

In a Winter 2022 survey conducted by the Faculty Professional Development program at Lane Community College, faculty reported their biggest challenges to be: enduring the ongoing stress and disruption of the Covid pandemic; overwork and lack of time; financial and job insecurity; difficulty in helping students connect and build community in online and remote environments; and increased student support needs. In the face of these challenges, faculty dedicated their time and energy to adapting their courses to meet the expectations of new instructional modalities; supporting their students through pandemic-era learning; developing their field-specific knowledge; and both honing their expertise and sharing their knowledge in teaching and learning. This report documents some of this work as it is reflected in the use of [Faculty Professional Development \(FPD\)](#) programs, finding that from July 2021 to June 2022, over 150 faculty engaged actively in a range of professional development activities that had a direct and positive impact on students, colleagues, their own growth, and the institution at large.

FPD and FPD-Affiliated Programs and Events:

1. Faculty Connections

Faculty Connections is FPD's year-long orientation and mentoring program for new faculty.

Report by Meggie Wright, Faculty Connections Coordinator: Faculty Connections is wrapping up what we hope will be our final year of all virtual programming! 20 participants attended the Zoom seminar in the fall, and there were 12 participants in the year-long mentoring program. Activities throughout the year included a digital game night and a collaboration with Heart of Willamette cooking school on a live Zoom cooking class. We look forward to meeting in person for our seminar in 2022.

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, important topics that support teaching and learning. In 2021-22, FPD supported approximately 50 faculty in participating in a Faculty Inquiry Group. Reports can be found on [the FPD website](#). As reflected in the topics below, faculty are especially interested in examining issues related to student engagement, equity, and anti-racism as well as approaches to teaching remotely.

- **Anti-Racism in Community College Math Classrooms (Mathematics)**
This group explored existing literature and resources on anti-racism and discussed ways that anti-racist strategies might be incorporated into the mathematics classroom.
- **Engaging Online Interactions (Interdisciplinary)**
This group examined how principles of instructional design might be applied to online settings to create engaging interactions with students.
- **Distance Education and English Language Learning (English as a Second Language)**
This group explored the use of various distance learning models and their efficacy within the context of English language learning and adult education, focusing primarily on the possibilities and challenges of the Hyflex modality.
- **Equity Literacy/ Literacy Equity (Interdisciplinary)**
This group examined emerging research in equity education initiatives, especially in relation to literacy, with the goal of building instructional and institutional awareness and action to improve the adult learner experience at LCC.
- **Failure Pedagogies (Interdisciplinary)**
This group examined ways that “failure pedagogies” can support the goals of anti-racist and culturally responsive pedagogy and assignment design.
- **Grading for Equity (Writing and Literature)**
This group discussed the implications of Joe Feldman’s *Grading for Equity* for their teaching, as well as resonances with their lived experience, pedagogical approaches, and teaching philosophy.
- **Undergraduate Research at Community Colleges (Interdisciplinary)**
This group engaged with undergraduate research as a high-impact practice that increases student retention and discussed ways to further support undergraduate research at Lane.
- **Ungrading and Other Equitable Grading Practices (Interdisciplinary)**
This group investigated contemporary discussions of “ungrading” and other equitable grading practices.

3. Teaching Squares

This year, FPD revived [Teaching Squares](#), FPD's peer observation program, offering the option for faculty members from the same discipline to work together. Four faculty in English as a Second Language took up this opportunity and engaged in peer observation with the goal of working to increase student engagement in the online and remote setting. Participants reported reworking several assignments, restructuring their Moodle sites, and incorporating various technological tools into their remote teaching. Furthermore, they reported that they appreciated the opportunity to connect with their colleagues in meaningful ways during a time when it has been difficult to do so. Participants recommended that FPD continue to offer a discipline-specific option for engagement with colleagues.

4. Sabbaticals

[Sabbatical leave](#) allows individual contracted faculty the opportunity to pursue sustained research, writing, and art projects relevant to their disciplines as well as the institution at large. In 2021-21, FPD supported seven faculty through sabbatical leave (two sabbaticals were delayed from previous years due to Covid):

- **Indira Bakshi**, College and Career Foundations
"Hope for Venezuela: Lessons to Bring Back Home"
- **Amy Beasley**, Writing and Literature
"Educating into Creativity: Creative Pedagogy and Composition"
- **Lisa Benson**, Hotel/Restaurant/Tourism Management
"Hospitality Vocational Training in Rural Panama"
- **Cybele Higgins**, English as a Second Language
"Environmental Activism, Law, and Language"
- **Susan Lowdermilk**, Visual Arts
"Catastrophe and Regeneration in Western Forests: Responding to the 2020 Wildfires through Visual Artworks"
- **Sarah Lushia**, Writing and Literature
"Generative and Essential: Understanding the Role of Disability Studies in Creating More Accessible Learning Experiences and Assessments in Multimodal Writing"
- **Art Peck**, Science, Math, and Engineering
"Math and Physics of Exploration and Survival in a Rapidly Changing World"

Sabbatical recipients will present the results of their sabbaticals at Fall In-Service. Four faculty members will take sabbaticals in 2022-23.

5. Discipline Contact Grants

This fiscal year, 17 disciplines were supported in [purchasing memberships, journal access, and disciplinary books](#).

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. Requests for funding continue to be lower than normal in response to pandemic conditions; however, in 2021-22, faculty attended over 60 external events. Professional activities in which Lane faculty participated this year include:

Conference Attendance at:

Achieving the Dream
ACSM's International Health and Fitness Summit
Allied Dental Program Director's Conference
American College Dance Association Festival
American Library Association LibLearnX
American Physical Society Conference
Annual Meeting for the American Association of Biological Anthropologists
Automotive Training Expo
Conference on College Composition and Communication
Cooperative Education & Internship Association's 2022 Annual Conference
Educators Leadership Conference
International Studies Association Annual Conference
MEXTESOL International Conference
National Association of Biology Teachers Conference
National Association of Colleges and Employers Conference and Expo
National Institute for the Teaching of Psychology
Northwest Aquatic and Marine Educators Conference
Northwest Commission on Colleges and Universities Annual Conference

Oregon Consortium for Nursing Education
Oregon Dental Hygiene Conference
Oregon Mathematical Association of Two-Year Colleges Conference
Oregon Physical Therapy Association Fall Conference
Oregon Suicide Prevention Conference
Seabeck Haiku Getaway
Transformative Language Arts Network
Power of Words Conference
Western Psychological Association Convention
Western States Communication Association Conference

Courses/Workshops:

Adobe OnDemand Training
Advanced Topics in Sexology course
American Health Information Management Association courses
Annual Fall Dental Hygiene Seminar
Certified Nurse Educator Exam
Color Vowel Workshops
Dialectical Behavioral Therapy Course
Embodied Meaning: A Course in Expressive Performance
Mam Language Courses
Mastering the Art of Culturally Responsive Interviewing
Mental Health First Aid Training
Multi-Engine Instructor Training
Workforce Development Institute Seminar

7. Inclusive Teaching Event Series

The Inclusive Teaching Event Series continued this year, with support from the Lane Community College Education Association as well as the Oregon Education Association, Academic and Student Affairs, and the Office of Equity and Inclusion. As part of the series, FPD hosted talks, workshops, informal discussions, and a faculty community of practice:

- “Bearing Witness as an Act of Love, Resistance, and Healing,” a Fall In-Service talk with Dr. Mays Imad focused on trauma-informed learning (cosponsored and supported by ASA);
- A facilitated discussion about pandemic-era teaching at Fall In-Service;
- An informal “faculty chat” focused on introducing inclusive teaching;
- An informal follow-up chat about Dr. Imad’s talk;
- “Creating Equitable Learning Opportunities through Transparent Teaching,” a workshop with Dr. Mary-Ann Winkelmes, the coordinator of Brandeis University’s Center for Teaching and Learning and founder of TILT-Higher Ed (supported by a grant from the OEA);
- A two-term “TILT Community of Practice” focused on developing transparent teaching practices and assignments;
- A talk and workshop with Dr. Fredi Avalos (cosponsored and supported by the Office of Equity and Inclusion) focused on preparing for and facilitating difficult dialogues in the classroom

Overall, more than 125 faculty members attended at least one Inclusive Teaching session this year, many attending multiple sessions. Inclusive Teaching sessions are open to all employees, and classified staff and managers have attended sessions along with faculty. In the Winter 2022 survey, faculty respondents were asked to rank the usefulness/helpfulness of FPD programs for their professional development, where 1 = not useful/helpful at all; 3 = somewhat useful/helpful; and 5 = very useful/helpful. Of the 22 respondents who both indicated that they had attended at least one Inclusive Teaching Series event and responded to this question, the average score given was 4.03, and 14/22 gave the series a “5” in usefulness/helpfulness.

A special focus this year was on increasing knowledge and use of transparent teaching practices, which entail explicit communication about and the use of examples of relevant knowledge, skills, tasks, and criteria for success. The positive effects of transparent instruction are supported by research: data from the AAC&U identifies transparency as increasing students' sense of belonging, metacognitive awareness, and confidence – leading to higher rates of persistence and retention. Transparent instruction practices also demonstrate greater gains for historically underserved students (see [Winkelmes et al., 2016](#) and [Winkelmes et al., 2019](#)).

Faculty Professional Development received a \$5000 grant from the Oregon Education Association’s Center for Great Public Schools to support the Transparency in Learning and Teaching project, which included a 2-hour workshop (25 participants) and a more intensive two-term Community of Practice (13 participants). In a survey conducted in Spring 2022, participants reported their preexisting knowledge of transparency in teaching and learning at

an average of 2.67 (where 1 = no knowledge/understanding at all and 5= a great deal of knowledge/ understanding). Participants thought both the workshop and the Community of Practice increased their understanding of transparency in teaching and learning: where 1=not at all and 5 = a great deal, the workshop received a 4.08 and the Community of Practice received a 3.67 (5/6 respondents ranked the Community of Practice a “4” and one a “2”). When asked at the end of the process how important transparency in teaching and learning is in helping our students succeed, where 1= not at all and 5= a great deal, respondents agreed on its importance with an average response of 4.58.

Participants in both the workshop and the Community of Practice reported revising their assignments or documents due to their participation. Three of the people who only participated in the workshop reported revising one assignment or course document, one revised more than one, and one did not revise, but plans to do so in the future. Of those who participated in the Community of Practice, five revised more than one assignment and one revamped an entire course. One person did not revise, but plans to in the future. We know as well that one person who did not respond to the survey is working with her department to implement transparent practices department-wide. Both components of the overall project, therefore, did lead to increased implementation of transparent practices, and the Community of Practice encouraged more extensive revision of assignments and instructional documents.

In collaboration with Mary-Ann Winkelmes of TILT-Higher Ed, participants in the Community of Practice are assessing student responses to the practice and will present on the results of their pre- and post-surveys, and facilitate a workshop, at Fall In-Service in 2022. The Inclusive Teaching Committee hopes to encourage wider adoption of transparent practices at Lane. Suggestions for doing so have included:

- “Bitesize videos faculty can watch”
- Presentations in faculty meetings
- Examples showcase/ poster
- Teaching learning circles/discussions in departments

Our Inclusive Teaching Committee has also discussed creating a badge or notation for syllabi indicating that the instructor has been trained in transparent practices. Dr. Winkelmes and TILT-Higher Ed have offered to continue to support our faculty in both group and individual settings as they redesign their courses and assignments in the coming months.

8. Democracy Conversation Series

This year also kicked off the Democracy Conversation Series, which brings Lane faculty and other interested employees into conversation with invited experts about democratic values and principles as well as challenges to them. Topics included misinformation; white nationalism and racist extremism; and student voting. The series encourages reflection about intersections between concepts from the talks and workshops and faculty work with students, featuring follow-up discussions where faculty can reflect on the content of the series and discuss how to respond to challenges to democratic values through aspects of our work like curriculum development and student interactions. The Democracy Conversation Series hosted digital literacy expert Mike Caulfield from the University of Washington to talk about

ways that faculty can help their students navigate the online information landscape; Jessica Acee and Lindsey Schubiner from the Western States Center to lead a workshop on the history of white nationalism in Oregon and ways to respond to white nationalist discourses in the classroom; Dr. Katherine Aumer from the University of Hawai‘i–West O‘ahu to discuss the psychology of extremism; and Dr. Adam Gismondi from Tufts University’s Institute for Democracy and Higher Education to give an overview of student voting practices and recommend strategies for increasing student civic engagement.

Like the Inclusive Teaching Series, Democracy Conversation Series talks and workshops are open to all college employees, and have seen substantial interest from employees across the college, particularly in relation to the sessions focused on understanding and responding to white nationalism and racist extremism. 95 employees attended one or more sessions from the series. In the Winter 2022 survey, respondents were asked to rank the usefulness/helpfulness of FPD programs for their professional development, where 1 = not useful/helpful at all; 3 = somewhat useful/helpful; and 5 = very useful/helpful. Of the 13 respondents who both indicated that they had attended at least one Democracy Conversation Series event and responded to this question, the average score given was 4.69. 10 out of 13 ranked the series a “5” in usefulness/helpfulness.

9. New Programs

As of this year, due to a Memorandum of Agreement signed by the College and LCCEA, Faculty Professional Development is coordinating two new programs. The first, the Justice, Equity, Diversity, and Inclusion (JEDI) New Faculty Program, will support new contracted faculty from underrepresented racial and ethnic groups, faculty with federally recognized disabilities, and faculty who identify as LGBTQ+ through their first year at Lane. The second program is a curriculum development fund designed to support the design and redesign of courses, projects, assignments, or modules focused on:

- the needs of, and/or methods for supporting, marginalized communities;
- principles or practices of equity and inclusion; and/or
- an understanding of systemic oppression.

Faculty committees have worked throughout Spring term on developing both programs. Summer 2022 will see the first distribution of curriculum development funds, and the JEDI New Faculty Program will kick off at the beginning of Fall term.

10. Land Acknowledgement

A faculty committee engaged in research and reflection to draft an official Land Acknowledgment for FPD events. The land acknowledgment recognizes the Kalapuya people and their descendants, acknowledges the violence of forced removal from the land on which Lane Community College sits, and speaks to the pressing need to work toward ending colonization, forced assimilation, and racism in Oregon.

11. Center for Teaching and Learning

FPD collaborates with [a number of other campus programs](#) to support the Center for Teaching and Learning. Work this year involved the creation of an online [Teaching Handbook](#), a [Teaching During Covid handbook](#), and planning and hosting the CTL's 2nd Annual Symposium. As in 2021, this year, the [Symposium](#) lasted over two weeks. The Symposium included more than 20 sessions focused on:

- Online and Hyflex teaching and technology
- Equitable approaches to grading
- Conducting educational research
- Programs at Lane
- Sustainability
- Wellness

More than 90 people participated in the Symposium, including over [35 presenters](#). Dr. Avalos's talk and workshop from the Inclusive Teaching Series were the keynote events of the Symposium. Many who participated in the Symposium attended and/or facilitated more than one session. Sessions were offered in-person in the Center for Teaching and Learning (CEN 303) and online. With accessibility in mind, all in-person sessions were offered as HyFlex sessions with the option to attend via Zoom.

With so many modalities at play, it was a relief that members of the CTL Steering Committee and student workers at the ATC were willing to dedicate their time to supporting each session. The CTL Symposium Committee, including CTL Co-Coordinator Rachel Knighten, Kevin Steeves, Aryn Bartley, and Brooke Taylor worked hard to plan the details of the event, and Terry Holloway from the ATC was instrumental in setting up individual sessions and registration. [See here for a list of all who planned and supported the Symposium.](#)

As of June 1, 2022, we had received 15 responses to our evaluation for the Symposium. Of those who attended the Symposium, 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: 4.36**
- 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: 4.55**
- 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: 4.25**
- 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: 4.67**

While we saw ample attendance at our two keynote events, attendance at other sessions varied (though conversation was lively amongst attendees!). Some survey respondents reported the need for more effective and earlier communication about Symposium events. Some respondents highlighted the difficulty of finding the time in their schedule to attend events. We also believe that faculty and other employees are facing exhaustion, burnout,

decreased morale, an increased need to support students, continued caution about in-person meetings, and Zoom fatigue – all of which likely impacted attendance as well.

Along with discussing ways to increase participation in the Symposium, this coming year, the CTL Coordinators and Steering Committee will focus on promoting increased use of the CTL (CEN 303) as a physical space for events related to professional development in teaching and learning and events sponsored by CTL partners. The committee will also discuss ways to bring the CTL to departments and divisions.

12. Partner program: Instructional Design

Many faculty worked with Lane's instructional designers this year to design or refresh their online courses. Some participated in guided peer review of their online courses through Teaching Pairs, facilitated by the ATC.

Evaluation/Impact of FPD Programs

In the last year, over 150 faculty members participated in one of FPD's programs, attended an FPD-sponsored event, and/or used FPD funds to attend an external conference or workshop. In a Winter 2022 survey, faculty were asked how effectively FPD programs and events currently met their professional development needs. Where answers of 1=not at all effectively and 5=very effectively, the average response was 4.07, with 42/53 respondents ranking the program a 4 or 5.

Faculty indicated that they most appreciated:

- General support/helpfulness/availability/flexibility/responsiveness/care (7)
- The range of offerings/opportunities (7)
- Frequency of offerings/opportunities (4)
- The ability to collaborate and share ideas/collegiality (4)
- Financial support for professional development (4)
- Good communication (3)
- Support in staying current on contemporary teaching methodologies (2)
- The ability to attend external conferences, residencies, and workshops (2)
- Faculty-led (2)
- The inclusion of both FT and PT faculty
- Useful/practical topics
- Focus on equity and student support
- Support and guidance for online education
- The ability to take a sabbatical

In the same survey, FPD asked faculty to “describe at least one change that you have implemented in your teaching or other work at the college due to participation in an FPD-sponsored program or event.” Here are some of the responses we received from over 40 faculty:

- Incorporated current material/strategies from conferences, external trainings, or sabbaticals into course curriculum or pedagogy (9)
- Increased transparency of course assignments/assessments/lessons (5)
- Changed language on syllabus/Moodle shells/student survey to be more inclusive (5)
- Increased interactive activities in classroom (2)
- Implemented more discussion and production of land acknowledgment
- Sought out more diverse materials
- Applied more social and emotional learning practices in classroom
- Increased understanding of how students learn
- Have increased morale about teaching
- Reorganized Moodle shell to make it more user-friendly, interactive, and engaging
- Changed approach to assessment
- Transformed pedagogy to be more inclusive and equity-driven
- Incorporated more flexibility and support into classroom
- Rethought and challenged deficit model
- Created new assignment to promote relationship building
- Worked to humanize online courses
- Reduced length of instructional videos
- Increased accessibility of course documents
- Check accessibility on Moodle using Ally
- Added more place-based learning in classes
- Incorporated field trips into class content
- Increased immediate feedback for low-stakes assessment by using Moodle tools
- Incorporated new technologies into Moodle classes to increase student engagement
- Redesigned lesson series to increase scaffolding
- Strengthened use of universal design and inclusive practices

Suggestions for improving FPD included more effectively welcoming in part-time faculty, finding more engaging presenters, returning to in-person activities, more effectively reminding people of the application cycle for grants, increasing the level of funding for external events, helping new faculty gain awareness of opportunities, making the Professional Activities fund more flexible, and streamlining both applications and reporting mechanisms.

FPD Leadership and Service

New Leaders in FPD

Over Winter term, FPD engaged in a number of internal searches for leadership roles within Faculty Professional Development. We are lucky to have four committed and experienced colleagues who will guide FPD programs forward.

Brooke Taylor will be the new Faculty Professional Development Coordinator as of Summer 2022. Brooke has been a full-time faculty member in Chemistry for the past 18 years, and has served on a range of FPD committees, including the Short-Term Leave Committee, the Sabbatical Committee, and the FPD Oversight Committee. She has also served in leadership roles on many other committees and councils at Lane and in the community, including Faculty Council, Faculty Step Advancement, and other departmental and divisional committees.

Rachel Knighten will be stepping into the role of FPD Events Faculty Lead in Summer 2022. In this role, Rachel will collaborate with and lead the Inclusive Teaching Event Series committee and the Democracy Conversation Series committee, and serve on In-Service committees, to bring the faculty important talks, workshops, and discussions. Rachel is a contracted faculty member in Spanish, and has a long history of leadership both at Lane and in her previous position as the statewide department chair for World Languages at the University of Wisconsin Colleges. Here at Lane, she currently serves as Faculty Council Co-Chair, a Center for Teaching and Learning Co-Coordinator, and a member of FPD's Inclusive Teaching committee, among other roles.

Rosemarie Tillman is Lane's first Justice, Equity, Diversity, and Inclusion New Faculty Program Coordinator. Rosemarie holds a PhD in educational policy and management; a CAS and an MS in instructional design, development, and evaluation; an MS and a BS in speech communication; and an AAS in radio/television. She has taught in the Communication Studies department at Lane since 2012 and is a member of the Faculty Connections Steering Team, where she also trains mentors. Rosemarie is a Certified Cultural Competency Trainer and co-facilitates Linn Benton Community College's Inclusion and Cultural Fluency Series.

Ingrid Nordstrom will be Lane's new Faculty Connections Coordinator, starting in Summer 2022. Ingrid teaches in the Writing and Literature department, and is a member of the Faculty Connections Steering Team as well as a Faculty Connections mentor. Ingrid also serves on FPD's Faculty Inquiry Group Committee, and is a co-lead for the Guided Pathways First-Year Math and Writing Team. She held coordination and mentorship roles during her graduate work in the Writing Program at University of Wisconsin - Milwaukee.

Many Thanks!

Thank you to Meggie Wright, who has coordinated Faculty Connections for three years and is stepping down from her position. Both mentors and mentees have been grateful for Meggie's ability to create warm, welcoming spaces for connection, especially during the pandemic; her thoughtful and collaborative leadership; and her creative ideas for intellectual and social engagement. Aryn Bartley is also stepping down from her position as Faculty Professional Development Coordinator, after four years in the role.

Thank you as well to Monica Hancock, FPD's Professional Development Analyst, who has spent a great deal of time helping to research and implement new, more effective online systems for gathering and documenting applications and reimbursement requests, and to Programmer Analyst Alicia Ramos who has helped FPD move a number of our forms online. Thank you to Adrienne Mitchell, who provided advice and guidance on relevant details of the contract, and to Patrick Blaine, the Dean of Curriculum, Assessment, and Grant Development, who, as ASA's liaison to FPD, has attended many FPD committee meetings. And thank you to Randy Painter, who set up and provided technical assistance with Zoom events for the Inclusive Teaching Series and Democracy Conversation Series.

Finally, a huge thank you to the 37 faculty members below, who, in their contributions to FPD's many committees, have spent their time and energy planning programs, organizing and facilitating events, reviewing the budget, evaluating grant applications, writing statements, redeveloping FPD policies and practices, serving on search committees, and more. Without their labor, Faculty Professional Development simply could not exist.

FPD Committees (2021-22):

FPD Oversight Committee:

Committee Chair: Aryn Bartley, FPD Coordinator, Writing and Literature
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

Faculty Connections Committee:

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

Short-Term Leave (Professional Activities) Committee:

Committee Chair: Aryn Bartley, FPD Coordinator, Writing and Literature
Melinda Beane, Psychology
Amy Beasley, Writing and Literature
Tammy Salman, Curriculum
Leslie Soriano-Cervantes, Counseling
Michael Woods, Spanish
ASA Designee: Patrick Blaine

Long-Term Leave (Paid Sabbatical) Committee:

Committee Chair: Aryn Bartley, FPD Coordinator, Writing and Literature
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:

Committee Chair: Aryn Bartley, FPD Coordinator, Writing and Literature
Paul Bunson, Physics and Astronomy
Rachel Knighten, Spanish
Ingrid Nordstrom, Writing and Literature
Wendy Rawlinson, Math
Jen Sacklin, ESL/Career Pathways/ Instructional Design
ASA Designee: Patrick Blaine

Inclusive Teaching Events Committee:

Committee Chair: Aryn Bartley, FPD Coordinator, Writing and Literature
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:

Aryn Bartley (FPD Coordinator), Writing and Literature
Claire Dannenbaum, Library
Marc Duyck, Health Professions
Lawrence Rasheed, African American Student Program
Michael Sámano, Ethnic Studies
Lori Tapahonso, Native American Student Program

Temporary Committees:

Fall In-Service Professional Development Planning Committee:

Aryn Bartley (FPD Coordinator), Writing and Literature
Rosa Lopez, Career Pathways
Erika Masaki, Political Science
Kevin Steeves, Instructional Design
Meggie Wright, Library/OER

Land Acknowledgment Committee:

Aryn Bartley (FPD Coordinator), Writing and Literature
Jay Frasier, Communication
Kendra Rivera, Communication
Michael Sámano, Ethnic Studies
Lori Tapahonso (Advisor), Native American Student Program

Justice, Diversity, Equity, and Inclusion Curriculum Development Planning Committee:

Aryn Bartley (FPD Coordinator), Writing and Literature
Monica Hancock, FPD Professional Development Analyst
Lori Tapahonso, Native American Student Program
Brooke Taylor, Chemistry
Patrick Blaine, ASA Liaison

Justice, Equity, Diversity, and Inclusion New Faculty Program Vision Committee:

Committee Chair: Rosemarie Tillman (JEDI New Program Coordinator), Communication
Melissa Artstein-McNassar, Anthropology
Indira Bakshi, College and Career Foundations
Aryn Bartley (FPD Coordinator), Writing and Literature
Wynona Burks, Nursing
Eric Kim, Psychology
Adrienne Mitchell, Academic Learning Skills
Kendra Rivera, Communication
Wendy Simmons, Wellness
Drew Viles, Writing and Literature

Search Committees:

Aryn Bartley (FPD Coordinator), Writing and Literature

Wynona Burks, Nursing

Claire Dannenbaum, Library

Jay Frasier, Communication

Adrienne Mitchell, Academic Learning Skills

Edgar Rosas Alquicira, Biology

Wendy Simmons, Wellness

Brooke Taylor, Chemistry

Meggie Wright, OER/ Library

Aryn Bartley, Faculty Professional Development Coordinator

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