

2010-2011 Year-end Report
Faculty Professional Development Programs at Lane Community College
<http://www.lanecc.edu/fpd/>

Contact: Adrienne Mitchell, FPD Coordinator
Office: 463-5871, email: mitchella@lanecc.edu

2010-2011 Year-end Report Outline:

- I. Faculty Professional Development Program reports**
 - A. Professional Activities**
 - B. Paid Sabbaticals**
 - C. Unpaid Sabbaticals**
 - D. Discipline Contact Funds**
 - E. Faculty Inquiry Groups**
 - F. Teaching Squares: Face-to-face version, and T2T Collaboration**
 - G. Faculty Connections**
 - H. Academic Colloquia**
 - I. New Dimensions Teaching Seminar**
 - J. Other FPD Offerings**
- II. Overall FPD Activities**
 - A. FPD Oversight**
 - B. NCSPOD conference**
 - C. Newsletter**
 - D. Collaboration**
 - E. Program Assessment**
 - F. New Program Development**
- III. FPD Budget**
- IV. Brief Summary**
- V. Appendix: Program Challenges**

I. Faculty Professional Development Program reports

A. Professional Activities (Short-term leave)

1. Program Description: The Professional Activities program provides funding for conferences, courses, workshops, etc. Provided that funding is available, faculty members are eligible for up to \$2400 every three fiscal years to cover registration fees, tuition, transportation, meals, hotel, etc. Part-time employees will be eligible for Professional Activities funds after one year of employment at LCC and .20 annual FTE. Applications are reviewed monthly during the academic year.

Committee members are:

Sylvie Matalon-Florendo, LLC

James Fenton, ALS

Bev Hickey, Family and Health Careers

Cathy Grant-Churchwell, Business Admin.

Joe McCully, Culinary Arts

Deanna Murphy, Math

Committee Chair: Adrienne Mitchell, ALS

2. 2010-2011 Professional Activities Summary

The Professional Activities committee has awarded approximately \$141,000 (\$96,000 for FY11 events and \$45,000 already for FY12 events) to 109 faculty members this year. Please refer to the list below for specific examples of conferences attended. (Also, please see assessment section below for distribution of funds by division for the last three fiscal years.). The committee also implemented a revised form streamlining the application process to meet both FPD and College Finance needs. (See Collaboration section below.)

Learning

- ❖ Learning Brain Conference
- ❖ National Association for Developmental Education Conference

Diversity

- ❖ ACPA Institute for Social Justice Conference
- ❖ Spanish Immersion School, Nicaragua
- ❖ Society for Intercultural Education, Training, and Research National Conf

Innovation

- ❖ AAC&U General Education and Assessment Conference
- ❖ Student Success and Retention Conference
- ❖ Vernier Software and Technology Training

Collaboration and Partnership

- ❖ Cooperative Education and Internship Association National Conference
- ❖ Center for Dependable Strengths Training
- ❖ Creating Collaborative Networks to Promote Global Health

Integrity

- ❖ Place Matters: Working Together to Create Healthy Communities

Accessibility

- ❖ Annual TESOL Convention

Sustainability

- ❖ Water Governance and Conflict Management (on-line course)
- ❖ Fifth Western Native Plant Conference

Discipline Specific Professional Activities Awards

- ❖ Brain Embodiment: Transformational Pain Treatment
- ❖ PSU Tax Practitioners Conference
- ❖ American Association of Respiratory Care International Congress
- ❖ American Society of PeriAnesthesia Nurses Convention
- ❖ Congress of Auto Repair and Service Automotive Conference/Classes
- ❖ Oregon Dental Conference
- ❖ Radiation Board Exam
- ❖ Human Anatomy Physiology Society Annual Meeting

B. Long-term leave (paid sabbatical)

1. Program Description: Contracted faculty with at least two years of service at Lane are eligible for one term of paid leave; faculty with four years of service may apply for two terms of leave, and faculty with six years of service may apply for three terms of leave for professional projects. (One term is the most common award.) Applications are reviewed once per year in Winter term.

Committee members are:

Jody Anderson, Social Science

Jay Frasier, Communications Studies

Berri Hsiao, Math

Deanna Murphy, Math

Mary Lou Lynch, Health Professions

James Florendo, Multicultural Center

Committee Chair and non-voting member: Adrienne Mitchell, ALS

2. Sabbatical Summary: This year the sabbatical committee awarded the following ten terms of leave. Also please see historical data on sabbatical awards by division in the assessment section below. Based on the historical data, the sabbatical committee actively sought and encouraged applications from departments and divisions that had been historically underrepresented. Further, this is the third year that the sabbatical committee has required all applicants sign an applicant statement confirming that they have read and do understand the guidelines and requirements for paid sabbaticals. This applicant statement is part of the paid sabbatical application and can be found online at:

<http://www.lanecc.edu/fpd/grants/sabbatical/paid/application.html>

- ❖ Amy Beasley, LLC, *Technical Writing and Community Action*
- ❖ Debby Ganser, Counseling, *Intervention of Distressed Student Protocol*
- ❖ Gail Hemsoth, ABSE, *Integrated Field Experience: Restoring Sustainable Habitat for Native Plants, Deer, and Fish in the North Bank Habitat Area*
- ❖ Tracy Henninger-Willey, ESL, *Computer Assisted Language Learning (CALL) Research and Spanish Language Study*

- ❖ Phil Moore, Math, *Completion of a book on the history and theory of perfect numbers*
- ❖ Nadia Raza, Social Science, *Urdu study and research at Quaid-i-Azam University in Pakistan*
- ❖ Hyla Rosenberg, LLC, *Intercultural Communication and Conflict Management/ Transformation*
- ❖ Christina Salter, Counseling, *Steeped in the Arts: Career Development, Counseling, and Creating*
- ❖ Andy Salzman, Art, *Artist Residency at MN Center for Book Arts & Sculptural Bookmaking*
- ❖ Jan Welch, Health Professions, *Professional Development in Psychiatric Nursing*

C. Long-term leave (unpaid sabbatical):

1. Program Description: Contracted faculty with at least seven years of continuous service are eligible for unpaid leave for professional projects. The College continues to pay for health insurance.

Committee members are:

Jeffrey Borrowdale, Social Science

Stephen Johnston, ALS

Deanna Murphy, Math

Committee Chair: Adrienne Mitchell, ALS

2. Summary: For the 2011-2012 year, the committee awarded one unpaid sabbatical to Steve McQuiddy and one unpaid sabbatical to Ken Zimmerman, both of whom will work writing projects extending their paid sabbatical work. The unpaid leave committee recommends that the contract language in the MOA on unpaid leave be changed so that deadlines and requirements for applying for an unpaid leave are not more stringent than those for applying for paid sabbatical leave.

D. Discipline Contact Funds:

1. Program Description: To support contact by faculty with current thinking about teaching in their disciplines, each LCC discipline group will be given a grant up to \$500 for this purpose. This money can be used for professional memberships, journal subscriptions, or books in content areas and/or in pedagogy). Groups of faculty within a discipline may apply at any time during the year as long as funding is available.

2. Summary: A total of \$8290 had been awarded to groups of faculty members in 23 disciplines by early June. Funded requests include:

- ❖ The New England Journal of Medicine
- ❖ Continuum Movement Teachers Association
- ❖ The Human Anatomy & Physiology Society
- ❖ Cooperative Education and Internship Association
- ❖ *Electronic Portfolios 2.0: Emergent Research on Implementation and Impact* (Cambridge, Cambridge, & Yancey)
- ❖ *Agile Software Development, Principles, Patterns and Practices* and other CIS books
- ❖ *Teaching Black Cinema*, BFI Teaching Film and Media Studies
- ❖ *Designing and Assessing Courses and Curricula: A Practical Guide*, Robert Diamond
- ❖ *Teaching English in the Two-Year College* and other English Books
- ❖ American Society for Microbiology

- ❖ American Chemical Society
- ❖ International Association of Administrative Professionals
- ❖ Institute of Electrical and Electronics Engineers Membership
- ❖ Oregon Dental Assistants Association
- ❖ Certified Hospitality Educators

E. Faculty Inquiry Groups (FIGS):

1. Program Description: Faculty Inquiry Groups (FIGS) is a professional development program in which a small group of faculty members (4 - 10 maximum) meet in person or online at least five times throughout the academic year or a term to work together on a specific question, issue, or concern in their teaching and/or their students' learning.

Committee members are:

Paul Bunson, Science

Velda Arnaud, Business

Adrienne Mitchell, FPD

2. Program Summary: This program debuted in Fall 2009 and has been very popular since its inception. With over 20 faculty members participating this year, funded FIGS for the 10-11 year include:

- ❖ OTIS: Online Teaching in the Sciences
- ❖ Biology Labs: A focused discussion on Laboratory Activities for Introductory Biology Courses
- ❖ Composition Instruction: Discussing Anne Beaumont's *College Writing and Beyond* a critical work that argues for some fairly sweeping changes to freshman composition

FIGS already funded for 2011-2012 year include:

- ❖ Portfolios in Composition Instruction, LLC
- ❖ Developmental Education: Reading and Researching current trends
- ❖ Media Arts
- ❖ OTIS: Online Teaching in the Sciences (an additional FIG for FY12)

F. Teaching Squares:

1. Face-to-Face Program Description: The purpose of the Teaching Squares program is to improve teaching skills and build community through a non-threatening process of classroom observation and shared reflection. The process involves the best aspects of peer evaluation – observation and discussion – while excluding judgment and evaluation. “Squares” are usually comprised of four faculty members from diverse disciplines who observe each others’ classes. Participants in a square learn about the best practices of other faculty in order to improve their own teaching.

By participating in Teaching Squares faculty members will have an opportunity to:

- Observe, analyze, and celebrate good teaching,
- Increase their understanding of and appreciation for the work of their colleagues, and
- Enhance their own teaching based on the shared observations and reflections of their Square partners.

Participants typically spend six to eight hours during one term in Teaching Squares activities, which includes: initial meeting, three Classroom visits, Square share session with peers, and a wrap-up meeting. Participants receive a \$200 stipend upon completion of the program.

2. T2T Teaching Squares: Improving Your Online Course – Collaboration with Faculty Technology Specialists: The goal of this project is to allow instructors to improve teaching and build community through a structured, non-evaluative process of course review and reflection. This is based on the FPD Teaching Squares model and is a joint effort between Faculty Technology Specialists, [Faculty Professional Development](#) and the faculty.

A **T2T Teaching Square** consists of faculty participants (ideally from different disciplines) who:

- Teach online
- Review one class taught by each online partner
- Reflect on the class review experience
- Share reflections with partners
- Share observations with project participants as a whole

The project is set up in a hybrid course format. The course runs week 1-9 of spring term and the time commitment is approximately 20 hours total. There were five in-class meetings (traditional) and additional time spent online for course reviews and meeting within groups. Participants received a \$200 stipend upon completion of the program.

3. 2010-2011 Summary: Both the F2F and T2T formats are offered Spring term only. Twelve faculty members from nine different disciplines participated in the face-to-face or online versions.

4. Program Evaluation: Comments from participants on the program evaluation include:

“Hold it every term, instead of once a year.”

“It helps you see LCC and get the bigger pictures. It makes you more aware for your teaching ... it helps build networks across departments.”

“It takes a minimum of time for a maximum reward.”

“I’ve been looking forward to this all year.”

“I think it is a great way to learn about best practices.”

G. Faculty Connections

1. Program Description: Faculty Connections is Lane’s new faculty orientation and mentorship program, which takes place prior to In-service each fall.

Steering Committee members are:

Dennis Gilbert, Science (through Winter 2011)

Liz Coleman, Tutoring (beginning Spring 2011)

Fran Nearing, Nursing

Charles Swanson, Science

Dan Welton, Media Arts

Tamara Pinkas, Cooperative Education
Albert Pooth, Science
Adrienne Mitchell, FPD Coordinator

2. 2010-2011 Summary: Approximately thirty-three faculty members attended in Fall 2010 (both contracted and part-time). Social events and roundtable discussions were held throughout Winter and Spring terms. A new coordinator, Liz Coleman, was selected by a search committee comprised of FPD Oversight Committee members and Faculty Connections Steering Committee members as well as Administrative representative, Deanna Murphy. Under Liz's leadership, the Faculty Connections Steering committee plans to focus efforts on making positive changes to the Fall program based on program evaluations. Changes include making the format more interactive, modeling teaching strategies, pairing new faculty members with mentors at the beginning of the Fall orientation, and organizing social and collaborative, academic events earlier in the academic year.

H. Academic Colloquia

1. Program Description: The program goals include:

- Provide an open forum for presentations of academic or artistic merit on a variety of topics,
- Provide opportunities for meaningful interaction and communication among College community members,
- Provide time for faculty and staff to connect with each other,
- Highlight academic and artistic excellence, pertaining to academic or professional life at Lane, and
- Contribute to the academic and professional life of the College.

Committee members are:

Roma Cusimano, LLC
Michael Samano, Social Science
Lee Imonen, Art
Adrienne Mitchell, FPD

2. Program Summary: This program began in Fall 2008 and has featured presentations on a wide variety of topics by faculty members from diverse disciplines. Presentations this year included, "East Meets West / Muslim Meets Christian World" by Karen Krumrey-Fulks based on her CIEE experience in Spain and Morocco and "Experiences at the American Academy of Rome" by Jerry Ross on his experience as a visiting artist/scholar.

I. New Dimensions Teaching Seminar

1. Program Description: This hybrid seminar is the equivalent of a three-credit course in which faculty participants read Bain's *What the Best College Teachers Do* and had face-to-face and online discussions on the text as well as insights gleaned from reciprocal class observations among other topics. The course description is as follows. This highly interactive course presents an invitation for faculty across disciplines to explore the practices and insights of highly successful teachers. Whether you have been teaching for two years or twenty, this course offers a forum to examine contemporary research on

components that define excellent college teaching to uncover what the best college professors do. During the quarter each participant will have the opportunity to shape their course of study and contribute their expertise. Join us for this unique course constructed by faculty for faculty.

2. Program Summary: Instructors Nadia Raza and Susan Reddoor co-taught this hybrid seminar for the first time Winter 2011. Nine faculty participants from seven disciplines successfully participated in the seminar. The seminar will be offered again Fall 2011 and Spring 2012.

3. Program Evaluation: Comments from the course evaluations include:

"Overall, this class provided me with time to reflect on my teaching, discuss teaching with other colleagues, and design some new ways to do old things, Thank you for this great opportunity."

"It is wonderful to share ideas with engaged teachers from across the disciplines. The quality of the faculty at Lane continues to impress me. I was glad to read in Bain's book that the best teachers are a diverse bunch. This inspires me to continue to forge my own path and mindfully experiment as my career progresses."

"I must say this course has been fantastic! I have received reinforcement that many of the things I am already doing are "what the best college teachers do", so that is always nice. I can see that I have grown and some of my ideas have changed as a result of taking this course. We bring forth a world filled with our experiences, knowledge, and attitudes. My time in this course has enabled me to bring forth a slightly different, richer, and potentially more fulfilling world than before. Bravo!"

"The major strength of the course was that it framed teaching as a revolutionary activity, the purpose of which is to make students develop as human beings within the context of society and nature. ... A second important strength of New Dimensions is that it brings together instructors from different parts of the College. This is significant because our experiences as instructors are substantially different. It's critical to understand the situating framework other teachers experience and how they work within those frameworks."

J. Other FPD Offerings: Class observations, Evaluation support, Fulbright Application, New Faculty Release

Class Observations and Feedback: Faculty members Susan Reddoor and Merrill Watrous observed classes and provided confidential feedback to faculty members upon request.

Faculty Evaluation or Teaching Support: No referrals were made this year to support faculty members on corrective evaluations.

Fulbright Application Assistance: FPD provided assistance and referrals to faculty member, Bonnie Simoa, who is applying for a Fulbright grant to conduct extensive research in Indonesia.

New Faculty Release: FPD supported a one course release for three new 1.0 contracted faculty members, sharing the cost with ASA this year. This release is required by the contract in 23.14 (below).

23.14 New Instructor Course Release. Beginning with the 2007/2008 academic year, contracted full-time (1.0 FTE) instructors new to Lane, shall be released one course during the first year of employment (not to exceed .089 FTE/year). The Faculty Professional Development fund and the Office of Instruction and Student Services shall equally share the part-time replacement costs.

II. Overall FPD Activities

A. FPD Oversight

The FPD Oversight committee provides direction for the overall Faculty Professional Development program and makes decisions regarding allocation of funding for individual FPD programs.

Committee members are:

Judy McKenzie, ALS

Doug Smyth, Counseling

Liz Coleman, Tutoring

Christine Grutta, ABSE

Mary Lou Lynch, Health Professions

Michael Samano, Social Science

Deanna Murphy, Math

Satoko Motouji, Art

Pat Boleyn, Science (part-time faculty representative)

Merrill Watrous

Jim Salt, LCCEA

Chair: Adrienne Mitchell, FPD Coordinator

B. NCSPOD Involvement:

FPD Coordinator, Adrienne Mitchell, actively participates in NCSPOD (National Council for Staff, Professional, and Organizational Development) and is the Oregon liaison for the organization.

C. Newsletter

FPD published its annual newsletter in Winter 2011. Please read it at: www.lanecc.edu/fpd

D. Collaboration

1. T2T Instructors – FPD collaborated with T2T instructor Meredith Keene-Wilson to offer T2T Teaching Squares: Improving your online course during Spring 2010 and Spring 2011
2. Peace Center – FPD supported the Peace Center with a \$1000 donation.
3. Professional Activities application and travel form: FPD Coordinator collaborated with College Finance staff and the Chief Financial Officer to develop a new FPD form

that combines the FPD Professional Activities (STL) application and the college travel form into a single PDF form that can be saved with data and transmitted electronically.

E. Program Assessment

Analysis of FPD programs by division: FPD analyzed the utilization of short-term leave awards and sabbaticals by division as follows. Data includes all paid sabbatical awards 2000-2012 and STL awards July 2008-June 2011.

Division	# FT faculty F06	% FT faculty	# sabb 01-12	% sabb. awards	STL award \$	% STL \$ 09-11
Adv. Tech.	19	7.17%	5.00	4.10%	\$17,590.00	6.50
Arts	23	8.68%	12.00	9.84%	\$35,051.00	12.95
CIT/BUS/BDC	21	7.92%	4.00	3.28%	\$10,580.00	3.91
CLA	30	11.32%	14.00	11.48%	\$30,114.00	11.13
Co-op	7	2.64%	2.00	1.64%	\$9,281.00	3.43
Counseling	12	4.53%	4.00	3.28%	\$20,089.00	7.42
Culinary/Hosp.	5	1.89%	2.00	1.64%	\$3,045.00	1.13
FHC (Health Professions)	37	13.96%	12.00	9.84%	\$29,762.00	11.00
H&PE	14	5.28%	3.00	2.46%	\$18,365.00	6.79
IRAP	1	0.38%	0.00	0.00%	\$2,400.00	0.89
Library	4	1.51%	1.00	0.82%	\$0.00	0.00
LLC	31	11.70%	26.00	21.31%	\$33,543.00	12.40
Math	14	5.28%	3.00	2.46%	\$13,498.00	4.99
Science	17	6.42%	14.00	11.48%	\$27,042.00	9.99
Social Science	26	9.81%	20.00	16.39%	\$18,655.00	6.89
Student Life & Lead./ Women's Prog	4	1.51%	0.00	0.00%	\$1,570.00	0.58
	265	100.00%	122.00	1	\$270,585.00	100.00
Professional Technical Totals	82	30.94%	23	18.85%	\$60,977.00	22.54%

F. New Program Development: FPD has developed and implemented six new programs (Academic Colloquia, Faculty Inquiry Groups, Teaching Squares, T2T Teaching Squares for online faculty, Class Observations and Feedback, and New Dimensions Teaching Seminar) over the past five years and does not have the capacity or funding to add new programs at this time. All of these new programs were developed based on faculty input through an online survey and faculty focus groups.

III. FPD Budget

Budget: The FPD budget is outlined in the faculty contract and is set at 2.35% of total faculty salaries plus carryover. The contract requires that at least nine paid sabbaticals be awarded each year, which represents a significant percentage of the budget. The following table outlines the FY11 FPD budget allocations approved by the Oversight Committee and LCCEA Board in Fall 2010 as well as estimated expenditures as of June 2011.

FPD Category / Item		Fiscal Year 11	
		Allocation: Revised Fall 11	Estimated Expenditures
<u>Assets</u>	Org #		
Carry Over from Previous Year		135,424	135,424
Gross Negotiated College Support		382,480	382,480
Balance Owed by College		0	0
Subtotal		517,904	517,904
<u>Expenses</u>			
Long Term Leaves - Total Cost	475100	195,000	148,988
Short Term Leaves (Professional Activities)	475200	135,000	96,000
Faculty Connections	475700	25,000	30,000
FPD Sponsored Events (Includes Class Observations, Teaching Squares, New Dimensions Teaching Seminar)	475600	43,500	24,000
Discipline Contact Funds	475500	5,000	6,000
<i>The Moment</i> (no longer FPD)	475400	0	n/a
FPD Administration	475300	47,000	38,321
Corrective Evaluation Support	475730	3500	0
Academic Colloquia	475750	2000	1500
New Faculty Release	475760	10,000	7500
<i>Reserve for Postponed LTL and other</i>		0	36,000
Subtotal		466,000	352,309
Projected Carryover			165,595
Funds committed for FY08 for postponed sabbaticals, other awards			88,398
Projected Unrestricted Carryover			77,197

Budget needs:

While we are projecting a carryover larger than that of last year, this is due to two postponed sabbatical leaves, as well as short-term leaves and Faculty Inquiry Groups that have already been awarded funding (total \$88,398) but which will be recorded as FY12 expenses. More than half the projected carryover has already been committed. Faculty have expressed a strong need for increased funding limits for Professional Activities as travel costs continue to rise. In order to adjust the current limit (\$2400 every three fiscal years) to keep up with inflation, the limit would need to be increased to at least \$3000. In addition, as the number of part-time faculty members has increased over the past several years, part-time faculty member participation in FPD programs has increased dramatically, increasing expenditures.

IV. Brief Summary

Lane's FPD Program is a vibrant, dynamic program, which promotes faculty professional development through varied means and which would not be possible without the hard work and dedication of all the faculty members who serve on FPD committees. *Thirty-six* faculty members serve on the ten FPD committees/ program teams. Professional development is not only essential for any institution of higher education, but paramount for faculty members who strive to accommodate changes in disciplines, technology, and best practices for teaching and student success; increase capacity and knowledge base; contribute to their profession; develop innovations; and meet the needs of the diverse student population of Lane Community College.

V. Appendix: Program Challenges

The possibility for Faculty Professional Development programs at Lane to function less yet flourish has been severely limited by the lack of consistent, reliable administrative support for the past two years. There have been no more than three months during the past twenty-four months when administrative support approached keeping current with projects. The issue of the lack of Administrative support time for FPD has been compounded by the untenable workload of the Administrative Coordinator who has often been unavailable for a month at a time to complete FPD support work, and at the same time unavailable to meet, talk by phone, or respond to email. This has resulted in lost applications, delayed reimbursements to faculty members, complaints from more than 20% of award recipients, increased workload for the FPD Coordinator, who assisted with administrative support including backlogged ICOs for seven hours in a single week, increased workload for College Finance staff, insufficient time for committee members to review monthly applications, etc. Developing a sustainable long-term solution is crucial, and the FPD Coordinator looks forward to collaborating to find a mutually agreeable resolution per the agreement between the LCCEA and College on the matter.