

2012-2013 Annual Report
Faculty Professional Development Programs at Lane Community College
<http://www.lanecc.edu/fpd/>

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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, contracted faculty members are eligible for up to \$2700 every three fiscal years to cover registration fees, tuition, transportation, meals, hotel, etc. Part-time employees are eligible for Professional Activities funds after one year (4 terms) of employment at LCC and average of a 0.20 annual FTE. Applications are reviewed monthly during the academic year.

2012-2013 Committee Members:

Sylvie Matalon-Florendo, LLC

Bev Hickey, Family and Health Careers

Cathy Grant-Churchwell, Business Admin.

Joe McCully, Culinary Arts

Brooke Taylor, Science

Stephen Johnson, ALS

Larry Scott (ASA Designee, non-voting)

Committee Chair: Marisa Hastie, FPD

2. 2012-2013 Professional Activities Summary: The Professional Activities committee awarded at total of **\$134,170.01** in short term leave funding during the FY13 year for faculty members to participate in a wide variety of conferences, workshops, meetings and relevant discipline gatherings. A total of **140 awards** were made. Some of the workshops, conferences, meetings and events that faculty attended, presented at, and led within their disciplines included:

- Association of Nutrition and Food Service Professionals
- Blogging for Teaching and Learning
- American Association for Respiratory Care Forum
- Society for Photographic Education
- Biennial Conference of Chemical Education
- American Association of Physics Teachers Meeting
- Seattle Festival of Dance Improvisation
- Ecological Society of American Meeting
- Cognitive Behavioral Therapy and Mindfulness Workshop
- Nurse Practitioners of Oregon Annual Education Conference
- National Association of Biology Teachers Conference
- American Physical Therapy Association Annual Meeting
- Portland International Auto Show
- Student Success and Retention Conference
- Oregon Dental Conference

A complete list of all funded activities can be obtained from the FPD Coordinator. (Please see assessment section for distribution of funds by division for the last three fiscal years.).

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 during Winter term.

2012-2013 Committee Members:

Jody Anderson, Social Science

Chris Crosthwaite, Culinary

Berri Hsiao, Math

Tracy Henninger-Willey, ESL

Mary Lou Lynch, Health Professions

Larry Scott (ASA Designee; non-voting)

Committee Chair: Marisa Hastie, FPD (non-voting)

2. Sabbatical Summary: During the FY13 year, the following faculty completed their sabbatical projects:

Ron Bertucci, Music, for "Jazz Studies -- Composition, Arranging, and Trombone"	Bertucci Written Report
Jeffrey Borrowdale, Social Science, for research on "The Future of Online Education and Online Pedagogy"	<i>Still needs to submit written report</i>
Bev Hickey, Child and Family Education, for "The Reggio Emilia Approach to Early Learning: An Investigation of its Implementation in a Sampling of California Schools"	Hickey Written Report
Ron Little, CIT, for "Workflow Process Redesign and Integration into an Electronic Health Records System"	Little Written Report
Satoko Motouji, Art, for "Research of Zen Philosophy and Practice of its Aesthetics in my Art"	Motouji Written Report
Merrill Watrous, Cooperative Education, to research and write "Teaching Together: A Guide for Student Teachers and their Mentors."	Watrous Written Report
Matt Luke, LLC, "Do you know the 'way' to Santiago? How I found my Way at the University of Stantiago de Compostela"	Luke Report

Oral reports were given at the Fall 2013 In-service and written reports are available via the hyperlinks above, or at: <http://www.lanecc.edu/fpd/grants/sabbaticals-already-awarded>. A total of **\$97,729** was spent for part-time faculty backfill during the terms of leave awarded to the above faculty.

The Sabbatical Committee received seven applications, with a total of nine terms of sabbatical leave requested for the FY14 year. After reviewing the applications, two applicants were deemed ineligible for a repeated sabbatical leave due to the lack of a written report from previously awarded sabbatical leaves. Both applicants subsequently submitted written reports in order to fulfill this obligation and will be eligible for future consideration. After reviewing applications, three faculty were selected for sabbatical leave during the FY14 year. The committee plans to award up to 12 terms of leave during

both the FY14 and FY15 years in order to fully award the allocated funds that were not used. Quality, academic rigor, and clarity of objectives were among the key deciding factors in awarding sabbaticals.

Committee members offered three sessions during the FY13 year offering assistance to faculty applying for sabbaticals. The committee plans to continue that in the FY14 year.

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.

2012-2013 Committee Members:

Jeffrey Borrowdale, Social Science

Stephen Johnston, ALS

Deanna Murphy, Math

Committee Chair: Marisa Hastie, FPD

2. Summary: The committee received no applications for unpaid sabbatical leave during the FY13 year.

D. Discipline Contact Grants:

1. Program Description: Discipline Contact Grants are intended to provide financial support for faculty within individual academic disciplines to maintain engagement with current thinking about teaching in their disciplines. Funding 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. Applications are reviewed by FPD Coordinator and are granted based upon program guidelines and available budget.

2. Summary: A total of **\$5,432.90** was awarded to groups of faculty members in the following disciplines:

- Biology
- Cooperative Education
- Counseling
- Exercise and Movement Science
- Health Professions
- Computer Information Technology
- Physics
- Nutrition
- Dental Assisting
- Anatomy and Physiology
- Electronic Technology
- Literature
- Automotive Technology
- Chemistry
- English as a Second Language
- Wellness

E. Faculty Inquiry Groups (FIGS):

1. Program Description: The Faculty Inquiry Groups (FIGs) program provides opportunities for small groups of faculty members (4 - 10 maximum) to meet in person, or online, throughout the academic year or a term, to work together on investigating specific questions, issues, or concerns in their teaching and/or their students' learning. Led by a self-selected lead faculty member to coordinate the group, faculty meet a minimum of five times and submit a summary report at the completion of the FIG containing a summary of meeting proceedings, goals, and associated outcomes. FPD provides up to \$500 for supplies for the group and up to a \$300 stipend for participation (stipend is pro-rated based upon attendance and participation). FIG reports are on file with the FPD Coordinator. Copies can be obtained upon request.

2012-2013 Committee Members:

Paul Bunson, Science

Velda Arnaud, Business

Committee Chair: Marisa Hastie, FPD

2. Program Summary: During the FY13 year, seven FIGs were completed with total expenditures for the program totaling **\$15,808.33**. FIG topics included:

- Online Teaching in the Sciences (Lead Faculty: Stan Swank)
- Development Education in Media Arts (Lead Faculty: Jeff Goolsby)
- Technology in Developmental Education (Lead Faculty: Adrienne Mitchell)
- Entrepreneurial Learning Environments (Lead Faculty: Berri Hsiao)
- Hybrid Math (Lead Faculty: Stephen Selph)
- Portfolio Writing (Lead Faculty: Kate Sullivan)
- Integrating Technology in ESL (Lead Faculty: Stacey Zinnicker)

F. Teaching Squares & Teaching Pairs:

1. Teaching Squares Program Description: The purpose of the Teaching Squares program is to improve teaching skills in the classroom and build community through a non-threatening process of classroom observation and shared reflection. This program is administered and led by the Faculty Professional Development Program Coordinator.

The Teaching Squares Program involves the best aspects of peer evaluation — observation and discussion — while excluding judgment and evaluation. Offered during Spring term, “Squares” are usually comprised of four faculty members from diverse disciplines who observe each other’s classes and meet as a group to discuss teaching. Participants in a square learn about the best practices of other faculty in order to improve their own teaching. Key objectives of the program are to offer faculty the 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 the term in Teaching Squares activities, which includes: initial meeting, three classroom visits, and a “Square Share” session with peers, and wrap-up meeting attended by all program participants. Participants receive a \$300 stipend upon completion of the program.

Teaching Pairs Program Description: The goal of this project is to allow online instructors the opportunity to improve teaching and build community through a structured, non-evaluative process of course review and reflection. Based upon the Teaching Squares model, participants are paired with a colleague from a different discipline and participate in a full review of their online course. This program is administered through the Faculty Professional Development Coordinator and is led by Meredith Keene-Wilson from the Academic Technology Department.

Key objectives of the Teaching Pairs program include the opportunity to:

- Review one class taught by a fellow faculty member, ideally from a different discipline,
- Reflect on the class review experience as it relates to one's own online teaching,
- Share reflections with partners, and
- Share observations with project participants as a whole.

The project is set up in a hybrid course format. The course runs weeks 1-9 of spring term and the time commitment is approximately 20 hours total. Participants received a \$300 stipend upon completion of the program.

2. Program Summary: Both formats were offered Spring term. A total of **15 faculty members** completed this program (9 completed Teaching Squares and represented 6 different disciplines; 6 completed Teaching Pairs Program representing 4 different disciplines). Program expenditures totaled **\$5,236.79**.

A program evaluation was completed for both formats and received favorable feedback. Copies of the evaluations can be obtained by contacting the Faculty Professional Development Coordinator.

G. Faculty Connections

1. Program Description: Faculty Connections is Lane's new faculty orientation and mentorship program. This is FPD's largest structured program and includes activities throughout the entire academic year. Faculty Connections is coordinated by Liz Coleman and is overseen by the Faculty Professional Development Coordinator and a Steering Committee.

Prior to Fall term in-service, faculty participate in a two workshop highlighting important college policies, opportunities to learn about best practices in teaching, and information on current college initiatives, activities and resources. Faculty are also given the opportunity to connect with colleagues from multiple disciplines and with other college personnel. Each new faculty member is provided with a mentor. Mentors are volunteers from the faculty group, who have been teaching at the college for at least four years. Mentors and mentees are given up to a \$300 stipend for participation in the two day event. If space is available, faculty members who have participated in the past are also allowed to attend the event.

Mentors and mentees continue to meet throughout the year (least two times per term). An additional \$300 stipend is given upon fulfillment of this commitment. In addition, approximately four "round table" discussions are offered each year, focusing on current issues and areas of interest at the college. These discussions are open to all faculty members to attend. A Fall, Winter, and Spring term dinner is also hosted for all Faculty Connections participants and their families. These dinners provide an important opportunity for faculty to connect in a social setting and build community and camaraderie.

2012-2013 Faculty Connections Steering Committee Members:

Liz Coleman, Faculty Connections Coordinator

Fran Nearing, Nursing

Charles Swanson, Science

Dan Welton, Media Arts

Tamara Pinkas, Cooperative Education

David Leung, Social Science

Marisa Hastie, FPD Coordinator

2. 2012-2013 Summary: A total of **62 faculty members participated in the Fall 2012** two day event (35 new faculty and 27 veteran faculty). **Thirty-two (32) mentors/mentees completed the full three terms** of mentorship activities. Between 35-50 people attended each of the dinner events and round table Social events and roundtable discussions were held throughout Fall, Winter and Spring terms. 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.

Program costs inclusive of stipends, dinners, room rentals, and events for Faculty Connections totaled \$25,597.24. The paid release of the Faculty Connections Coordinator totaled \$14,817 bringing the total cost of Faculty Connections to **\$40,414.24**.

H. Academic Colloquia

1. Program Description: Academic Colloquia are intended to:

- 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.

2012-2013 Committee Members:

Roma Cusimano, LLC

Michael Samano, Social Science

Lee Imonen, Art

Marisa Hastie, FPD Coordinator

2. Program Summary: The committee received no applications for Academic Colloquia. This is an area for potential growth in FY14.

I. New Dimensions Teaching Seminar

1. **Program Description:** New Dimensions is a hybrid teaching course intended to help faculty develop their teaching practice. The seminar is the equivalent of a three-credit course in which faculty participants explore best practices in teaching, evaluate their own experiences as teachers (and as students), and read, reflect and discuss Ken Bain's book "*What the Best College Teachers Do*." A combination of weekly face-to-face and online discussions provide opportunities for faculty to reflect and discuss pedagogy. Participants have the opportunity to shape their course of study and contribute their expertise. Participants who complete the seminar receive a \$400 stipend.
2. **Program Summary:** Instructors Nadia Raza and Susan Reddoor co-taught this hybrid seminar during Winter term. **Fourteen (14) faculty** participated in the seminar. Replacement costs for the two instructors totaled \$4,099. Stipends totaled \$5600 bringing the total costs for the seminar to **\$9,699.**
3. **Program Evaluation:** Comments from the course evaluations included:
 - "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. Diversity and Cultural Competency Development Opportunities

1. **Overview:** One of Lane Community College's stated core values is diversity. This value is demonstrated in the following ways across campus and in all of FPD's activities:
 - Welcoming, valuing and promoting diversity among staff, students and our community.
 - Cultivating a respectful, inclusive and accessible working and learning environment.
 - Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community.
 - Developing capacity to understand issues of difference, power and privilege.
2. **FPD Activities Supporting the Diversity Core Value:** FPD actively focuses on cultivating diversity skills and cultural competency into workshops, inquiry groups, our teaching course

(New Dimensions), and into our new faculty orientation (Faculty Connections). FPD not only provides financial and logistical support for faculty in developing their skills, awareness, and competencies on diversity issues (i.e. sabbaticals, conference and workshop funding, sponsorship of the Peace Symposium etc.), but also provides a vast variety of in-house opportunities for faculty to engage in (i.e. Tea and Topics, Roundtable Discussions, Faculty Connections, etc.). Many of these are led by Lane faculty who are considered experts in their fields. Examples from the 2012-2013 academic year include:

- April 2013 Tea & Topics: Talk About Diverse Students, Cultural Difference and Student Success
- Sponsorship of annual Peace Symposium (\$1000)
- “Mental Health First Aid Workshop”: Offered by faculty member Debby Ganser during both Winter and Spring terms and plan to be continued in Fall 2013
- Sabbatical Reports addressing diversity and cultural competency (Fall 2012 In-service):
 - “Intercultural Communication and Conflict Management Transformation” Hyla Rosenberg, LLC
 - “Nursing Care and Mental Health Illness: Use of Simulations for Nursing Education” Jan Welch, Health Professions
 - “What the World Needs Now: Sociology and Social Change for Activists Who Turned to Sociology When Revolution Wasn’t Enough (or Possible)” Jim Salt, Social Science
- Session on micro-aggressions, discrimination, diversity, and cultural competency at Faculty Connections Orientation.
- 2012-2013 FIG groups focusing on diversity issues:
 - Technology in Developmental Education, Academic Learning Skills Department
 - Integration of Technology into the ESL Classroom, English as a Second Language Department
- Winter 2013 Roundtable Discussion – Dealing with Difficult and/or Disruptive Students in the Classroom
- “New Dimensions” Teaching Course Winter 2013 (instructed by Nadia Raza and Susan Redoor):
 - **Course objective related to diversity and equity:** Recognize how the use of varied teaching and learning techniques enhances the educational process, including accountability, equity, access, and quality.
 - **Course discussion example:** Good teaching and learning experiences don’t just happen. Rather, they reflect individual responsibility and collective courtesy from everyone involved. All students/instructors share in the responsibility to create a positive atmosphere for learning by extending respect for one another and for the learning process.

3. **Summary:** FPD supports a diverse approach to engaging in the topics of diversity and cultural competency for faculty in relevant, professional, and meaningful ways. FPD has a history of and will continue to provide responsive, high quality professional development opportunities to all faculty.

K. Other FPD Offerings: Class Observations, Evaluation Support, Fulbright Application, New Faculty Release, Faculty Discussions/Gatherings

A. Class Observations and Feedback: The Faculty Professional Development Program provides confidential feedback on teaching based on classroom observations. This opportunity is available to all faculty members. Upon request, a Lane faculty member with expertise in instructional design and pedagogy as well as experience providing formal feedback to teachers, will observe a class session or online course module. Suggestions on ways to enhance teaching are then provided. Both general feedback and input on a specific aspect of teaching (e.g. appropriate use of technology, promotion of active learning, classroom management, etc.) can be provided. After the observation or review, the observer meets with the faculty member to provide feedback. This program is not part of any evaluation system, and all feedback is completely confidential and constructive.

Two experienced faculty are available for observations and are paid **\$300** per observation. One observation was completed during the FY13 year.

B. Faculty Evaluation Teaching Support: The Faculty Professional Development Committee, through its coordinator or designee(s), shall work with Developmental Evaluation teams, upon the latter's request, to help identify professional development support opportunities and to develop and maintain files on existing professional development resources for this purpose.

No referrals were made this year to support faculty members on corrective evaluations.

C. Fulbright Application Assistance: The FPD Coordinator serves as the campus liaison to the Fulbright Organization and provides support to faculty in preparing applications for Fulbright Scholarships.

No requests were made for Fulbright application assistance during the FY13 year.

D. New Faculty Release: FPD supported a one course release for three new contracted faculty members during the FY13 year. This release is required by the contract in article 23.14:

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 Academic and Student Affairs shall equally share the part-time replacement costs.

The total cost to FPD during the FY13 year was **\$10,431**.

E. Other FPD Events and Sponsored Activities: FPD hosted the following discussions/gatherings during the FY13 year (attendance numbers noted in parentheses):

- Dealing with Disruptive and/or Aggressive Students in the Classroom (8)
- Mental Health First Aid (co-sponsored with POD – 24)
- Future of Learning/Paradigm Shift for Faculty (co-sponsored with Reading Together – 20)
- MOOC's Webinar/Discussion (24)

In addition, FPD provided \$1000 in support to the Peace Conference ("Rise to End Gender Violence") hosted at Lane and also sponsored one faculty member, Berri Hsiao (Math), to represent Lane at the Pacific Northwest Great Teachers Seminar.

II. FPD Administration and Activities

- A. FPD Oversight:** The FPD Oversight committee provides oversight and overall direction for the Faculty Professional Development program. In addition, this is the primary body that makes decisions regarding allocation of funding for individual FPD programs. The committee meets on average twice per term and as needed in smaller ad hoc committees.

2012-2013 Committee Members:

Judy McKenzie, ALS
Doug Smyth, Counseling
Katie Morrison-Graham, Science
Liz Coleman, Tutoring
Christine Grutta, ABSE
Mary Lou Lynch, Health Professions
Satoko Motouji, Art
Pat Boleyn, Science (part-time faculty representative)
Merrill Watrous, Cooperative Education
Jim Salt, LCCEA
Larry Scott (ASA Designee; non-voting)
Committee Chair: Marisa Hastie, FPD

- B. FPD Coordinator and Administrative Assistance:** Below is a breakdown of the administrative costs incurred for FPD during the FY13 year:

- Adrienne Mitchell (Summer '12 FPD work): \$4,084
- Marisa Hastie (Summer '12 FPD work): \$3,418
- Marisa Hastie (0.5 FTE Replacement costs): \$37,868
- Lesley Stine (overtime pay for admin duties; split with ASA): \$10,300
- TOTAL Cost: \$55,670

Other non-personnel administrative expenses during the FY13 year included:

- Purchased Adobe Acrobat license for FPD form development: \$119

One major new contribution to FPD administration was the development of a Microsoft Office Access Database for budget management. Developed by Lesley Stine, this database offers the opportunity to streamline how reports are run, how faculty usage of funds is tracked, and represents many new options for budget data over traditional Excel spreadsheets. FY13 began the transition and we look forward to seeing it fine-tuned in FY14.

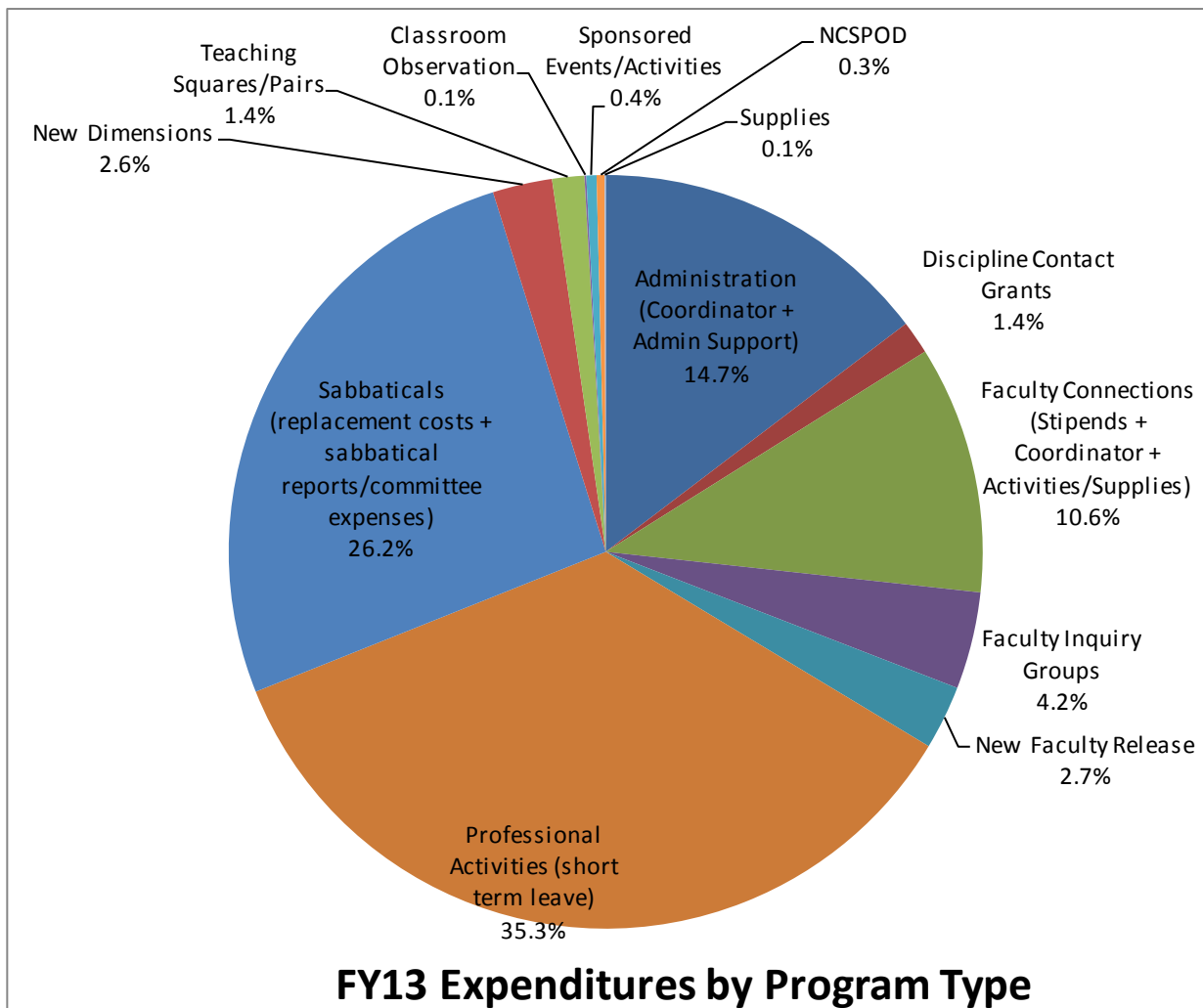
- C. NCSPOD Involvement:** FPD Coordinator, Marisa Hastie, actively participates in NCSPOD (National Council for Staff, Professional, and Organizational Development) and is the Oregon liaison for the organization. She attended the National Conference in Washington, D.C. this past Fall. Travel costs totaled \$1,287.
- D. Newsletter:** FPD published both a Winter and Spring edition of the newsletter featuring program highlights, information on upcoming FPD sponsored events, links to resources for faculty, and a faculty recommended reading list. In past years, only a Winter edition of the newsletter was published. Due to the positive response, a Fall, Winter, and Spring edition will be published in FY14. Past editions of the newsletter can be viewed at: <http://www.lanecc.edu/fpd/>.

E. Campus Collaboration: FPD continued to maintain active partnerships and engage in collaborative campus activities throughout the academic year. Below is a brief summary of these activities. Further details can be obtained by contacting the FPD Coordinator.

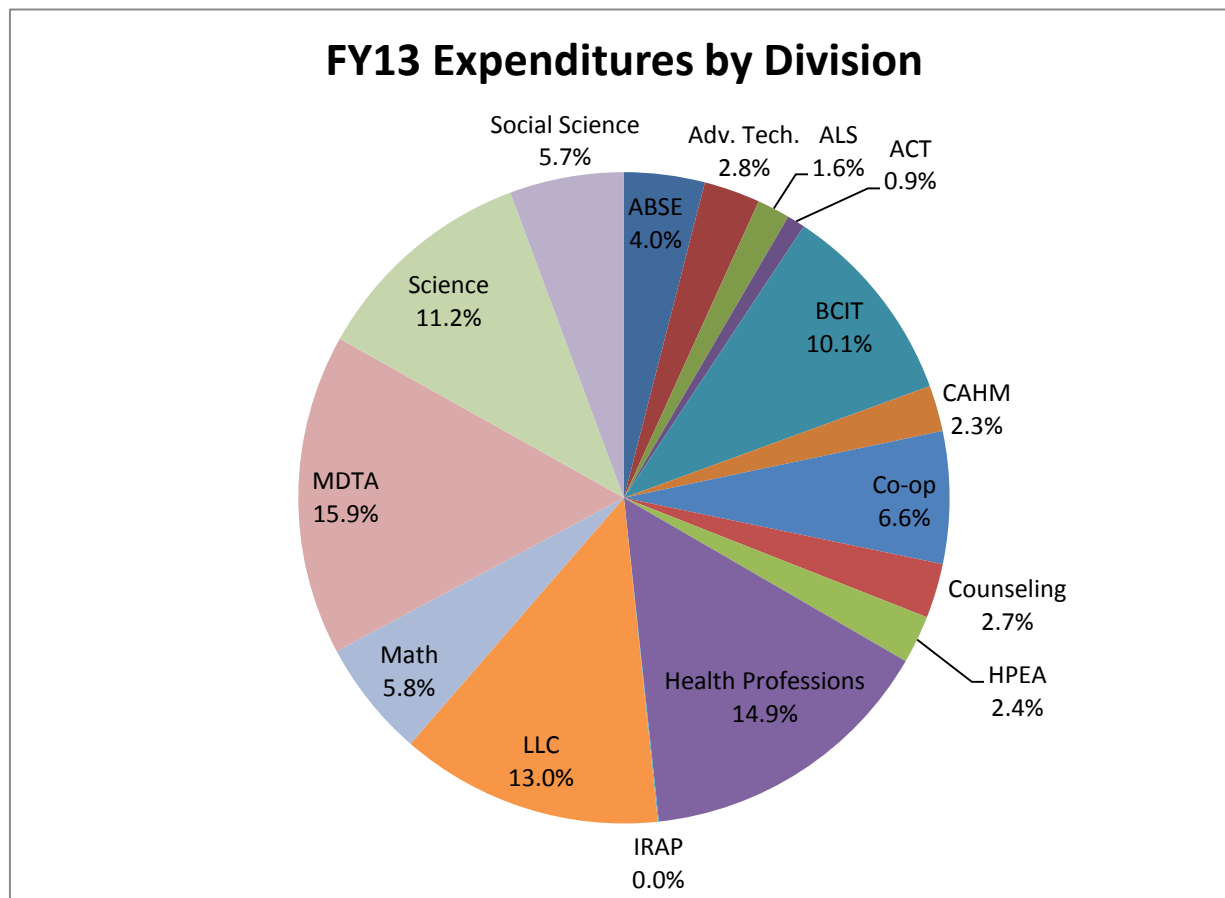
- Peace Center – FPD supported the Peace Center with a \$1000 donation for their annual conference. This year's theme was "Rise to End Gender Violence".
- Differential Fees Coverage – Developed a process by which FPD will reimburse 25% of the differential fees for faculty taking courses on campus. The College will also reimburse 25% for faculty and for their qualifying dependents.
- Mental Health First Aid workshop – Collaborated with faculty member Debby Ganser and Donna Koechig (Professional Organizational Development) to offer a 2-day workshop for health care practitioners. The Mental Health First Aid Training Debby Ganser provides is a direct result of her sabbatical work from 2012.
- FPD also had an active role on the hiring committee for two of the Executive Dean positions, the Fall and Spring Conference Planning Committee, the Student Success Leadership Steering Committee, and in the campus discussions surrounding the proposed diversity training requirements.

F. Program Data:

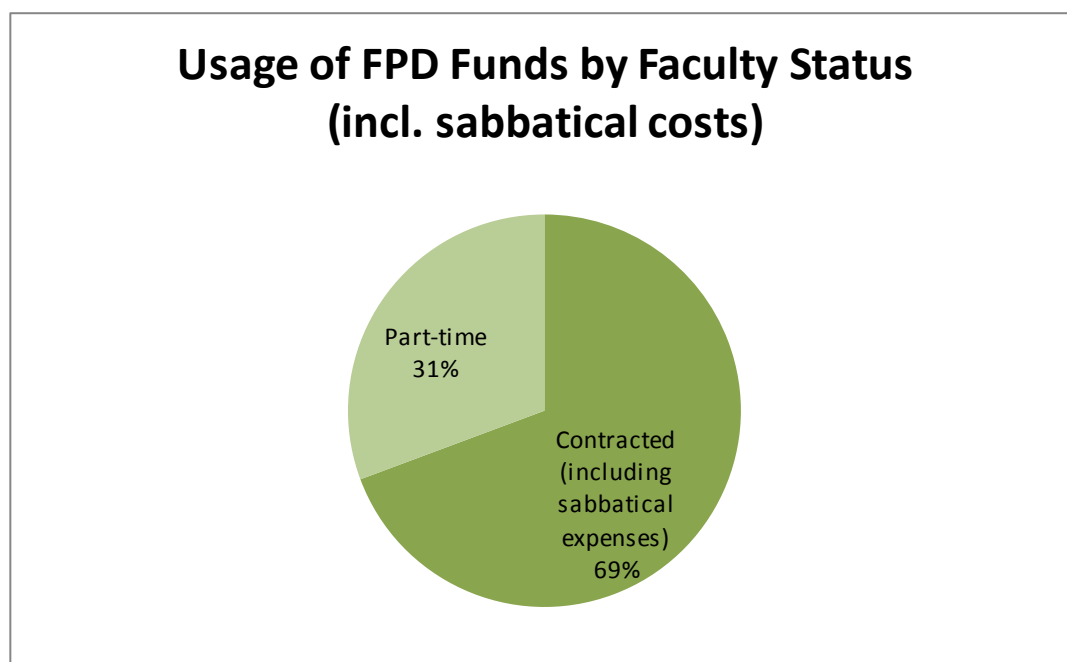
FPD Expenditures by Program:



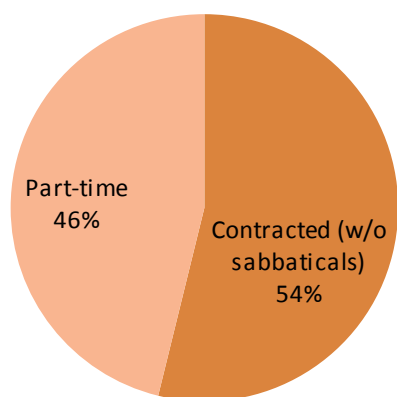
FPD Expenditures by Division:



FPD Fund Usage by Faculty Classification (Part-time vs. Contracted):



Usage of FPD Funds by Faculty Status (w/o sabbatical costs)



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 FY13 FPD budget allocations approved by the Oversight Committee and LCCEA Board and comparative data from FY13.

Faculty Professional Development Budget										
Category / Item		FY12		FY13						
	Org. #	Budgeted	Actual	Budgeted	Actual					
Assets										
Carry Over from Previous Year		177,000	176,429	122,476	122,476					
Gross Negotiated College Support		394,687	394,687	394,060	394,060					
Balance Owed by College										
Subtotal		571,687	571,116	516,536	516,536					
Expenses										
Paid Sabbatical (incl. sabbatical committee expenses)	475100	180,000	148,274	140,000	99,603	*2 postponed to FY14				
Prof Activities	475200	135,000	165,000	135,000	134,170					
Faculty Connections	475700	35,000	46,295	48,000	40,414					
FPD sponsored events	475600	45,000	35,200	43,000	11,653					
Discipline Contact	475500	6,000	5,000	6,000	5,433					
FPD Administration (personnel)	475300	47,000	41,100	47,000	52,252	*incl. summer pay for Adrienne during transition				
FPD Administration (M&S and travel)			no data	no data	1,602					
Corrective Evaluation Support	475730	3500	0	3500	0					
Academic Colloquia	475750	2500	900	2500	0					
Reserve for Postponed LTL and other				3,500	40,000					
Expenses from previous FY		36000	pd in sabb	0	0					
New faculty release	475760	12,000	6871	12000	10,431					
Contingency reserve (hold for allocation)		50000		30000						
Subtotal		552,000	448,640	470,500	395,558					
Annual Balance		-157313	-53953	-76440	-1,498					
% of Annual College Support		-39.9%	-13.7%	-19.4%	-0.4%					
Balance including CarryOver		19,687	122,476	46,036	120,978					
% of Total Resources		3.4%	21.4%	8.9%	23.4%					

Budget needs:

While we are projecting a budget carryover, this is due in part to two postponed sabbatical leaves. In addition, at the end of FY13, we received a large number of applications for short-term leave that will be included in the FY14 budget. It is also important to note that 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. When the contract is renegotiated in the future, adding a percentage of part-time faculty salaries into the formula that calculates the college's contribution to FPD should be considered.

An additional line item for FY14 will be the FPD 25% pick-up of the differential fees faculty members pay when taking certain courses on campus. We have projected the total annual cost to not exceed \$4,000.

In addition, we have hopes of adding new programs and offerings. At this point, we do not have the capacity in our budget to maintain current offerings and continue to add to our program.

IV. Closing 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-seven*** faculty members serve on the nine 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.