

Think, Engage, Create, Communicate, & Apply

Lane Community College ♦ Spring Conference 2015

Friday, May 1, 8 am-4 pm

Conference Schedule

Time	Description	Location
8:00 AM	Morning Social with hot beverage service -- <i>Bring your own cup!</i>	CML Lobby
8 AM-4 PM	Course Prep Drop-In in the Academic Technology Center	2/122
8:30-10:00 AM	Morning Plenary	
8:30 AM	Welcome by President Spilde	CML 102-104
8:40 AM	Introduction of Keynote Speaker	CML 102-104
8:45 AM	"A Closer Look at the Big Picture", Nassim Ebrahimi, Ph.D., Director of Learning Outcomes Assessment, Anne Arundel Community College	CML 102-104
10:00 AM	Break & Travel to workshops	
10:15 AM	Concurrent Workshops	
	45-minute sessions, repeated, 10:15-11 AM & 11-11:45 AM	
	What are Lane Core Learning Outcomes (CLO's) and Why Do They Matter to Me?	CML 226
	How Students use Core Learning Outcomes (CLO's) to Navigate General Education	CML 214
	Audio/Visual for All	CML 225
	90-minute sessions, 10:15-11:45 AM	
	Project Funding for Assessing Student Learning: A Core Learning Outcomes (CLO) Framework	CML 220
	Lane's Core Themes	19/234
11:45 AM	Hosted Staff Buffet Lunch	CML Lobby
1:00-2:15 PM	Afternoon Plenary	
1:00 PM	Introduction of Keynote Speaker	CML 102-104
1:05 PM	"Cultural Competency: Five Dates That Rocked Your World," Phil Nash, Faculty, Asian American Studies Program University of Maryland	CML 102-104
2:15 PM	Break & Travel to workshops	

2:30 PM	Concurrent Cultural Competency Workshops	
	A Conversation about Our Veteran & Military Lane Family Members	19/234
	The Danger of a Single Story	CML 226
	Engaging the Spectrum: Complexifying Our Understanding of Gender	19/232
	Religion & Spirituality: Exploring Intersections, Dismantling Stereotypes	CML 214
	Ability, Accessibility, & Barriers in the Community College	CML 203
	Cultural Competence Through an Asian Pacific American Lens	CML 225
	Power of Hidden Dimensions	CML 220
4:00 PM	Spring Conference 2015 concludes	

Conference Session Descriptions

8:30-10:00 AM Morning Plenary		CML 102-104
8:45-10:15 AM	"A Closer Look at the Big Picture", Nassim Ebrahimi, Ph.D., Director of Learning Outcomes Assessment, Anne Arundel Community College	CML 102-104
<p>Dr. Nassim Ebrahimi joined Anne Arundel Community College (AACC) as Director for Learning Outcomes Assessment in 2011. At AACC, Dr. Ebrahimi provides leadership and support for the development and implementation of learning assessment plans and for the validation and reporting of student learning outcomes at the course, program, and institutional levels. Through college-wide collaborations, she works to continuously assess and strategically enhance assessment activities and centralize reporting processes. She provides learning outcomes assessment support through ongoing training of faculty and staff, enhanced communication strategies, and initiation and management of the Assessment Fellows program. More recently, Dr. Ebrahimi shares her experiences through journal articles, book chapters, and conference and keynote presentations, and directly assists other community colleges across the nation with the assessment of student learning.</p> <p>Prior to her work at AACC, she taught 100 and 200-level Psychology courses at Lasell College, University of Massachusetts – Boston, Howard University, and Jackson Community College in Michigan.</p> <p>Dr. Ebrahimi earned her Master of Science and Doctoral degrees in Psychology from The Pennsylvania State University and Bachelor of Science degrees in Neurobiology and Physiology, and Psychology from the University of Maryland, College Park.</p>		
10:15-11:45 AM Concurrent Workshops		
45-minute workshop 10:15-11:00 AM 11:00-11:45 AM	<p>What are Lane Core Learning Outcomes (CLO's) and Why Do They Matter to Me?</p> <p>This facilitated discussion focuses on how to engage with our shared CLO language in working with students and each other. Whether you are support staff, instructional faculty, or managers, come join the conversation and consider more ways to engage with CLOs. Participants will have the opportunity to ask questions and collaborate with one another.</p> <p>Presented by Kate Sullivan, Sarah Ulerick, Craig Taylor, Ce Rosenow, Rosa Lopez.</p>	CML 226
45-minute workshop 10:15-11:00 AM 11:00-11:45 AM	<p>How Students use Core Learning Outcomes (CLOs) to Navigate General Education</p> <p>Join this discussion to learn from this student panel how you can help enrich their learning by highlighting Lane's CLOs in your daily work at Lane. During this interactive session, you will hear from each student and have opportunities to ask questions.</p> <p>Student Speakers: Cailean (Dakota) MacColl, Brittney Healy, Luke Mahoney, Minette Roberts. Facilitated by Sarah Lushia and Tricia Lytton, Lane Faculty.</p>	CML 214

45-minute workshop 10:15-11:00 AM 11:00-11:45 AM	A/V for All Section 508 requires electronic technology to be accessible to people with disabilities, including employees and members of the public. Understand how you can use captions with your audio and video files to make those resources better for everyone. Come to our demo and see how to request video captioning for your A/V files so that you don't have to do this on your own. Let us do the captioning for you! Presented by Ian Coronado	CML 225
90-minute workshop 10:15-11:45 AM	Project Funding for Assessing Student Learning: A Core Learning Outcomes (CLO) Framework Wondering how you might integrate CLO assessment in your activities, classes, and programs? Find out about the Request for Funding Process (RFP) for assessment projects in 2015-2016. This workshop explains the parameters for assessment projects, showcases strong and diverse past projects, and allows faculty to develop their own projects. Funding is available starting July 2015. Drop in, bring colleagues, and advance your past, current, and new projects. Presented by Christina Howard, Joseph Colton, and Molloy Wilson.	CML 220
90-minute workshop 10:15-11:45 AM	Lane's Core Themes Come to this break out session to learn more about Lane's Core Themes and why they are important. Lane is in the process of establishing new core themes in preparation for our one year self-evaluation of a seven year cycle for the Northwest Commission of Colleges and Universities. Core themes describe the essential elements of our mission and define how we fulfill our mission. Come and engage in this important discussion and share your ideas. Presented by Dawn DeWolf and Maurice Hamington	19/234
1:00-2:15 PM Afternoon Plenary		
1:05-2:15 PM	"Cultural Competency: Five Dates That Rocked Your World," Phil Nash, Faculty, Asian American Studies Program University of Maryland	CML 102-104
<p>Five dates in world history had a huge impact on each of us. What are those dates? What happened? And how can we learn from the past so that we are empowered to shape the future? Phil Nash will explore Cultural Competence in the context of five dates that deeply affected your family, your community, and your world.</p> <p>Phil Nash is a lawyer, writer, teacher, and human rights activist who has spent over thirty years as a leader of the Asian Pacific American (APA) community. He currently teaches in the Asian American Studies Program at the University of Maryland, and previously at Yale, NYU, and CUNY School of Law.</p> <p>Nash served as Founding Executive Director of the Asian American Justice Center, the APA analogue to</p>		

the NAACP Legal Defense and Education Fund, and was named Curator of the Asian Pacific American program at the 2010 Smithsonian Folklife Festival, which was attended by almost a million people in person and four million online. He continues to serve on the board of the Asian American Legal Defense and Education Fund, and writes for a wide variety of APA and mainstream publications.

Nash is one of the founders of the Asian Pacific American multiracial identity movement, and has spoken at the Smithsonian and hundreds of universities, corporations, and government agencies about issues related to race, law, identify, and culture, including the history and evolution of “multiracial” as an identity and category.

His latest endeavor is developing and teaching a pioneering course at the University of Maryland that helps students to develop “cultural competence”. He will be speaking on this topic at the upcoming NCORE Conference in May 2015.

2:30-4:00 PM Concurrent Cultural Competency Workshops

A Conversation about Our Veteran & Military Lane Family Members

What does it mean to have a workplace with students and staff who are military veterans? Or people in our Lane family who are still in the military? Or those who are directly and indirectly impacted by military service? What similarities do we have with these groups? What are the differences that these groups bring to the table? Please join in this conversation about these unique populations as we prepare for future Cultural Competency Professional Development opportunities.

Presented by Michael Sámano, Ph.D., Coordinator, Ethnic Studies

19/234

The Danger of a Single Story

Bring your single stories of race, ethnicity, language and culture at Lane. In this session, we will explore our stories to develop a richer understanding of ourselves, our multiple stories, and our community.

Presented by Mark Harris, Coordinator Substance Abuse Prevention/Recovery Center; Sean Mondragon, Physical Education; and Indira Bakshi, Faculty, English as a Second Language

CML 226

Engaging the Spectrum: Complexifying Our Understanding of Gender

This interactive session will engage participants throughout in activities and discussions that will provide an introduction to important aspects of gender such as: the gender binary, gender roles, gender identity, gender expression, and the gender spectrum. During the session, we will work together to examine the ways in which societal ideas about gender frame and inform our own understanding of the aspects of gender as well as to complexify our personal understanding of various aspects of gender.

Presented by Sarah Lushia, Ph.D., Writing Specialist, English Department, and Siskanna Naynaha, Ph.D., Composition Coordinator, English Department

19/232

Religion & Spirituality: Exploring Intersections, Dismantling Stereotypes

In this session, participants will begin to:

- Cultivate a critical understanding of religious and spiritual diversity, both globally and regionally;

CML 214

<ul style="list-style-type: none"> • Develop a basic vocabulary for describing religious and spiritual diversity; • Examine common stereotypes about diverse religious and spiritual traditions, including intersections with race, class, gender, and sexuality; • Explore the internal diversity of religious traditions, including ethnic, cultural, ideological, theological, practical & political. <p>Presented by Lee M. Gilmore, PhD, Lecturer, Religious Studies/Humanities, San José State University</p>	
<p>Ability, Accessibility, & Barriers in the Community College</p> <p>This session will deepen participants' awareness of design, myths/facts, attitudes, visibility/non-visibility, comfort, prejudice, and barriers related to access/ability in the community college.</p> <p>Presented by Terrie Minner, Associate Dean of Accessibility and Support; Kristin Gustafson, Library Assistant; Shannon Mootz, Library Assistant; Renee Mackey, Project Coordinator, Center for Accessible Resources; and Pamela McGilvray, Advisor, Center for Accessible Resources</p>	CML 203
<p>Cultural Competence through an Asian Pacific American Lens</p> <p>Cultural Competence is a growing movement on campuses nationwide. This case study will explore one example of how a course was developed and taught to maximize student input and growth at the University of Maryland. Breakout session members will spend half the time listening to a presentation and reviewing the syllabus used in a cultural competence-focused class. Then they will engage in a 45-minute question-and-answer session to discuss how a similar course could be developed in other topic areas at Lane.</p> <p>Presented by Phil Tajitsu Nash, Asian American Studies and Latin American Studies, University of Maryland</p>	CML 225
<p>Power of Hidden Dimensions</p> <p>This session will highlight the different dimensions at play, both on an individual and institutional level, with regards to concepts of time, space and cross-cultural communication. We will draw upon the work of Edward T. Hall to highlight the existence of hidden dimensions at the work place that may create conditions of inequity if we do not recognize different concepts of time, space and communication.</p> <p>Presented by Susie Cousar, Faculty, Health Education, Health, PE and Athletics, and Jim Garcia, Chicano/Latino Student Program Coordinator Multi-Cultural Center/ Student Leadership Development</p>	CML 220
<p>8 AM-4 PM Course Prep Drop-In in the Academic Technology Center 2/122</p>	
<p>Come by for assistance with MyLane, Moodle, FileHost Server, Google Drive, PowerPoint, or other applications used for course development and delivery. Let us help with your syllabi, assignments, quizzes, gradebooks, attendance, class rosters, media, or other course content. Presented by ATC Staff</p>	