

February 27, 2020

20-108

APPROVAL OF PROFESSIONAL LEAVES FOR FY20 –
21 FACULTY AND ACADEMIC PROFESSIONALS

PREPARED BY: Patti Battles, Executive Assistant
Katy Ho, Vice President, Academic Affairs

FINANCIAL
RESPONSIBILITY: Katy Ho, Vice President, Academic Affairs

RECOMMENDED
FOR APPROVAL BY: Mark Mitsui, College President

REPORT: Applications for professional leave were received and processed in accordance with Article 20 of the Agreement between Portland Community College and the Portland Community College Faculty Federation. The President has reviewed the applications and recommendations of the campus/district administration.

RECOMMENDATION: That the following Portland Community College faculty be granted professional leaves for the purpose, time period, and salary payments indicated:

Joanna Sullivan
Full-Time Faculty: ESOL, in BATCPL

Duration: Spring 2021

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: I would like to improve my Spanish through language school and intensive immersion in Oaxaca, Mexico in order to better serve the Spanish speaking community at PCC. I will also be volunteering for a nonprofit micro-loan agency that serves women artists, teaching English to the artist entrepreneurs. I will be able to share my experience with the business classes at PCC.

The proposal supports PCC's Core Themes: My focus is on diversity, equity and inclusion. We need to recognize that the Spanish-speaking community is significant in Oregon, and having bilingual employees at PCC will improve their experience at the college at all levels, from application to graduation.

Jessica Bernards
Full-Time Faculty: Math Department

Duration: Fall 2020

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: Create everything needed for the "Flipped Plus" approach Wendy Fresh and I created for MTH251 and 252. This includes instructional videos over every objective of MTH251 and MTH252, daily activities for in class along with instructor directions and answer keys and an instructor manual that can be shared across the district with instructors wanting to use this model. The amount of work to create instructional videos and authentic, meaningful activities for every objective that are inclusive, culturally responsible and align with disability standards is extremely high. I want to ensure that they're done right and that this model can easily be used by any instructor at PCC with little to no experience using the flipped model before.

The core outcomes this supports are: communication, critical thinking and problem solving, and self-reflection.

Additionally, this method of instruction aligns with PCC's YESS Initiative and Mission Statement with quality

education, diversity, equity and inclusion, and increasing success rates of all students across the board. Students coming from our "flipped plus" model have been asking for it to continue into the calculus series. We have also seen tremendous success in our MTH 111 and 112 classes currently using this model: completion rates in the 70% and 80% range, 49% decrease in number of withdraws, 21% increase in final exam scores, and 27% more As all while creating an inclusive and fun learning environment.

Alex Jordan

Full-Time Faculty, MSHP division (math department)

Duration: Fall 2020; Winter 2021

Salary: 75% of Annual Scheduled Salary (Two-term leave)

Purpose: We use open-source software for textbooks in ten math courses. In the first term I will be adding features that support worksheet production to pair with the textbooks. I will also bring certain interactive features to the HTML versions of these textbooks and our online homework system.
In a second term, I would integrate our OER textbooks with a system that allows faculty to track student completion of interactive elements. Our basic algebra OER will be due for revisions that I can apply. The state organization Open Oregon wants a statewide online homework platform, and I would help get it started.

The proposal supports PCC's Core Themes:
Access and Diversity: This work supports creation and maintenance of no-cost/low-cost course materials for students, with multiple access points (HMTL, PDF, Word) to each material.

Student Success: Some of this work supports alternate learning profiles for college mathematics. In particular, learning through interactive online activities, and stronger organization tools for the instructor to be alerted when students are falling behind.

Quality Education: Some of this work affords us the opportunity to apply lessons from learning assessment to our math course materials, improving their quality..

Chris Brooks
Full-Time Faculty, History

Duration: Spring 2021

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: I propose to develop a world history curriculum for PCC, with a significant potential impact for students. World history represents both broader coverage of world regions, cultures, and events and provides a counter-narrative to older, western-dominated paradigms. Already a mainstay of college curricula across the country, world history could (and should) become one of the major areas of PCC's history course offerings.

The proposal supports PCC's Core Theme: Economic Development and Sustainability: history courses, world history included, are integral to numerous majors and fields with excellent job prospects and remuneration.

Quality Education: world history is the most up-to-date and relevant field of broad historical survey available to students from a wide variety of backgrounds.

Diversity, Equity and Inclusion: world history is specifically designed to break down western-dominated narratives, emphasizing global interconnections, forms of both oppression and resistance throughout history, and the historical processes that set the stage for present-day conflicts and the related possibilities of reconciliation and justice.

Andrew Garland-Forshee
Full-Time Faculty, Social Sciences and Human Development

Duration: Spring 2021

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: Highly skilled and well-intentioned early education and human service practitioners often experience high rates of anxiety, compassion fatigue, trauma, and exhaustion. The combination of work-life and personal stressors often leaves practitioners with few resources to support personal wellness, thus contributing to imbalance, burnout, physical

and emotional disability, and ultimately employment turn over. My proposed sabbatical includes two areas of focus: (1) complete a 200-hour Yoga Teacher Training with specialized coursework in yoga for social justice, and (2) develop a faculty “toolkit” of mindfulness and contemplative-based practices to be used in ECE, HUS, and other disciplines across PCC.

The proposal supports PCC’s Core Themes: This proposal aligns with current explorations of wellness practices across the PCC district, directly supporting the PCC value of “continuous professional and personal growth of our employees and students, including emphasis on fit and healthy lifestyles that decrease disease and disability.” Decreasing disease and disability ultimately helps students to “achieve their personal and professional goals and increases student success and completion rates.” Additionally, using a lens of “diversity, equity, inclusion” to support “quality education” and “culturally responsive teaching practices” in the development of curriculum and materials, I will continue to support the College’s efforts and enhance my personal and professional development regarding “equitable student success.”

Diane Edwards
Full-Time Faculty, MAIT/Mathematics

Duration: Winter 2021; Spring 2021

Salary: 75% of Annual Scheduled Salary (Two-term leave)

Purpose: Some of my college involvement includes placement, math support (ALC/ALM) courses, department chair, and other YESS work. As I move from my chair role, I am inspired to focus on YESS, related to college/SAC issues and to invigorate my passion within the classroom. My two YESS related topics are:

Term one: Student Math placement and relationship building. I plan to meet with area high school math departments to research how specific high school math classes match PCC math classes and math placement. I intend to share and gather information between PCC YESS/SAC teams and high school math programs, to create and build relationships, and to have an end result of specific information that will help to continually improve our

community relationships, our math placement process, and student success.

Term two: Algebra: Your money and your health. America's financial aid debt and America's personal health are huge concerns and for some time I've been frustrated by the lack of meaningful learning activities in algebra courses and textbooks to help students relate to and better understand these topics. I plan to research these topics to create such activities for MTH 70, (a current YESS focused course) and other algebra courses as appropriate.

The proposal supports PCC's Core Themes: 1) Access and Student Success objective related to increasing the percent of PCC students successfully progressing toward their educational goals, and, 2) Diversity, Equity, and Inclusion objectives related to all students achieving high and equitable rates of success.

Carey Larson

Academic Professional, LAPP/Student Learning Center

Duration: Summer 2020

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: I respectfully request a professional leave for the summer term of 2020, during which I can fulfill my responsibility of staying current in my technological skills and software certifications, as well as investigate new training materials and technology learning tools for our students, faculty and staff. The uninterrupted time granted by a sabbatical is essential to completing these goals within a reasonable time frame and will enrich my contributions to the PCC community as we embark on our new approach to digital literacy in higher education.

The proposal supports PCC's Core Themes: Access that Student Success
Quality Education
Diversity, Equity and Inclusion

Roberta Richards

Full-Time Faculty, Library

Duration: Spring 2021

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: Recently I overheard a student in the library say to her friend, "I hate my English class because we keep talking about climate change." As climate change moves from a back-burner issue to one that is impossible to ignore, it will demand more attention in all aspects of our lives, including campus conversations and classrooms across the disciplines. My project seeks a deeper understanding of the complexities around incorporating climate change into the curriculum, including disinformation and psychological and emotional impacts, and sharing what I learn about best practices for an informed and culturally responsive approach to climate change communication.

The proposal supports PCC's Core Theme: Access and student success: students are more likely to be successful when climate change is addressed in a culturally competent way. Sustainability: the project seeks to build the college's capacity to address a fundamental sustainability issue. Quality education: the project will provide faculty with tools for understanding the complexity and nuances of including climate change in the curriculum. Diversity, equity and inclusion: the project brings a social justice lens to the issue of climate change.

Charma Boeschen
Full-Time Faculty, LAPP/Spanish

Duration: Spring 2021

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: To collect material and create activities to diversify the Spanish second-year curriculum. My goal is to diversify our second-year curriculum by collecting authentic materials that better represent Afro-Latin American and indigenous cultures of the Spanish-speaking world, currently underrepresented in our second-year text books.

The proposal supports PCC's Core Theme: Cultural awareness

Lynda Williams
Academic Professional, Advising

Duration: Winter 2021

Salary: 100% of Annual Scheduled Salary (One-term leave)

Purpose: The approaches I employ as an academic advising practitioner will need to be re-imagined and reshaped to accommodate the intended outcomes of the PCC Achieving the Dream/YESS initiative. I will use this leave opportunity to increase my capacity for quality advising by: completing courses for certification as an Educational Success Coach with a focus on culturally competent coaching, exploring benefits and challenges of academic advising within a Guided Pathways paradigm (with particular focus on advising students who are first-generation, low-income, or racial/ethnic minority), and investigating, examining and cataloging advising strategies likely to be equitable and effective in the Guided Pathways practice model.

The proposal supports PCC's Core Themes: Student Success and Quality Education - Exploring the benefits and challenges of academic advising within a Guided Pathways paradigm, and operationalizing ways that benefits can be amplified and challenges mitigated in my advising interactions with students, especially those who are first-generation, low-income, or racial/ethnic minority.

Diversity, Equity and Inclusion - Becoming certified as an Educational Success Coach with a focus on culturally competent coaching. Investigating, examining and cataloging advising strategies likely to be most equitable and effective in each of the Guided Pathways practice areas.

Jessica Johnson
Full-Time Faculty, Liberal Arts and Precollege / English

Duration: Fall 2020; Winter 2021

Salary: 75% of Annual Scheduled Salary (Two-term leave)

Purpose: In order to more effectively mentor and support diverse students whose stories should be widely read, watched, and heard, I will embark on a period of personal study in the art and craft of building an audience. To achieve this goal, I will attend creative writing conferences, workshops, and

residencies, gaining knowledge, connections, and time in which I can study what others do and try it myself. Besides personal knowledge and experience that I can deploy in the classroom and in program-level discussions, my final product will be a shareable, practical curriculum on how to build a creative resume, connect with an audience, and create community around one's work.

The proposal supports PCC's Core Theme: Access, student success, quality education, and (somewhat less so) economic development, and sustainability. The extended application details specifically how the project supports each of these core themes.