

February 18, 2021

21-115

APPROVAL OF PROFESSIONAL LEAVES FOR  
FY21 – 22 FACULTY AND ACADEMIC PROFESSIONALS

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

APPROVED BY: Mark Mitsui, 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:

## **Tanya Littrell Kraus**

### **Full-Time Faculty: HPPE/Exercise Science & PE**

Duration: Fall 2021, Winter 2022 and Spring 2022

Salary: 65% of Annual Scheduled Salary (Three-term leave)

Purpose: I will explore best practices and optimal models for coordinated and holistic employee and student wellness. This work will help transform our college culture to create "... a Sense of Belonging and Well-Being for Every Student" and every employee. I will expand my wellness specialist and teaching credentials through an equity, inclusion, and social justice lens to better lead the department, division/academic pathway, and college in this work. I will develop professional networks to gain key collaborators and partners. I will share out by detailing my leave process, findings, and recommendations via a white paper and interactive workshops. I believe my leave supports all four of PCC's CORE THEMES – in the following ways:

- **Access and Student Success:** My leave will hopefully lead to enhanced systems to support student well-being. I will explore best practices and model programs for high-quality employee wellness; and all employees support student success in some way. My leave research will support a wellness degree in development. The wellness degree in development will be interdisciplinary, serve a growing career field, and be a degree option in the healthcare pathway. As such it would be accessible by any PCC student, and specifically would serve students who may apply but not enter an existing healthcare certificate or degree program. This will enhance access and completion of a PCC degree in the topic areas of healthcare and wellness.
- **Economic Development and Sustainability:** The recent PCC Strategic Plan survey intro says this: "A healthy community requires many factors enabling citizens to thrive" and "...community colleges are among the most tangible assets of a healthy community." Our employees, essentially, are our most tangible assets. In this leave I will research worksite wellness, apply to PCC, and aim to gain external partnerships to support PCC's work. Healthy and happy employees are more productive, contribute more to student success, and cost less in the long run. So, this work has the potential to positively influence economic capital, while lifting PCC's human culture.
- **Quality Education:** My development work will support student and employee well-being. Elevating well-being is a crucial step before we can truly learn or provide a high-quality education. In this work, I will continue to ask questions and always seek to apply an equity, inclusion, and social justice lens to the research, findings, recommendations, and my future teaching.

- Diversity, Equity and Inclusion: I have already started a journey in the last year exploring racism/colonialism/whiteness/appropriation in wellness. It is my intention to use some of my leave time continuing that personal journey and revisiting current thinking around social determinants of health topics. I will specifically attend workshops, webinars, and virtual conferences to expand my credentials through an equity, inclusion, and social justice lens to better lead the department, division/academic pathway, and college in this work.

**Luciana Diniz**

**Full-Time Faculty, English and World Languages/ESOL**

Duration: Winter 2022

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

Purpose: The goal of my sabbatical is to support PCC's initiative of student success through gaining knowledge regarding new research in the field of Corpus Linguistics, reflecting on how it can be applied to my own teaching practices, and developing a toolkit to be used by other ESOL instructors. In order to do this, I will partner with the Applied Linguistics MA program at PSU. I will observe Corpus Linguistics classes, read research in the field, provide workshops to MA student-teachers, and most importantly, I will develop a set of (ready-to-go) corpus-linguistics based activities that will be shared as an OER.

My proposal supports:

1. Access and Student Success: Students will have access to up-to-date resources that will enhance their language learning experience.
2. Quality Education: ESOL instructors at PCC will be provided with ready-to-go activities based on current research.
3. Diversity, Equity and Inclusion: The results of this project will benefit our extremely diverse population of ESOL students, as well as our PCC instructors and other instructors in Oregon (since the project will be shared as an OER).

**Blake Hausman**

**Full-Time Faculty, Liberal Arts & Pre-College / English Dept / Southeast Campus**

Duration: Spring 2022

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

Purpose: I am applying for professional leave to complete my second novel and engage the mainstream literary publishing industry. This will help me publish the novel and dramatically improve my own ability to teach Creative Writing students about the mainstream publishing industry. My novel-in-progress is a work of Indigenous Futurism set in Portland in the 2090's, and its publication will elevate PCC's profile in relation to the city's literary and Indigenous expressive cultures. I would not teach classes in Spring 2022 and would need an interim FDC, but I

would continue to serve as APS Chair during my leave. Thanks!

The core outcomes this supports are:

- **Access & Student Success** -- Most students in PCC's Creative Writing program want to know about publication opportunities and the publishing industry. However, while PCC's CW program tends to direct our students toward internal publishing opportunities (e.g., the campus-based literary magazines), we do not currently do a great job of increasing access for students to want to pursue mainstream literary publication. I want to gain more knowledge myself so that I can apply my energies to increasing student access to publishing opportunities in the world outside of PCC.
- **Quality Education** -- I will be better equipped to teach students about the mainstream publishing industry. As discussed in detail in my proposal, this is the one aspect of my work and experience as a teacher of English and Creative Writing where I genuinely lack experience (my first novel was published by a university press, in a Native-specific series, with an editor who liked my work). Gaining more experience with non-Native-specific mainstream publishing will empower me to better educate students who genuinely want concrete and specific insights about engaging this industry.
- **Diversity, Equity & Inclusion** -- This leave will elevate Native American arts and literatures at PCC and in the PDX region, and it will better enable me to support BIPOC students who want practical strategies for engaging a white dominant mainstream publishing industry that tends to tokenize BIPOC writers.

### **Greg Kaminski**

#### **Full-Time Faculty, Online Learning**

Duration: Spring 2022

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

Purpose: I plan to research a variety of educational institutions to collect strategies related to quality assurance tools and faculty coaching with the goal of applying new strategies to our instructional needs at PCC. The ultimate goal is for continuous improvement in the learning experiences of our students, increased retention, and an increased completion rate in our online and emerging hybrid modalities. This proposal directly supports the PCC Mission core themes of Access, Student Success, and Quality Education as well as the YESS initiative as we strive to engage students with culturally responsive teaching practices and provide equal opportunities for success. My proposal directly supports the PCC Mission, specifically the Core Themes of Access, Student Success, and Quality Education. It is especially important as we emerge from the current pandemic for PCC to learn more about the most effective blends and quality assurance measures for these emerging modes of instruction. This proposal also directly supports the YESS initiative for Equitable Student Success in assuring that our

online courses reflect strong culturally responsive teaching practices and that we reach out to all students to engage them and provide equal opportunities for success.