

February 16, 2023

23-115

APPROVAL OF PROFESSIONAL LEAVES FOR FY23–  
24 FACULTY AND ACADEMIC PROFESSIONALS

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

FINANCIAL  
RESPONSIBILITY: Katy Ho, Vice President, Academic Affairs

APPROVED BY: Dr Adrien L. Bennings, President

STRATEGIC THEME: Belonging: Transform our learning culture toward creating a sense of belonging and well-being for every student. Delivery: Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem. Workforce: Respond to community and workforce needs by developing a culture of agility. Enterprise: Cultivate a long-term sustainable college enterprise

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 or Academic Professional be granted professional leaves for the purpose, time period, and salary payments indicated:

**Amy Boehnke****Full-time Faculty: Adult Education****Two Terms: Fall 2023; Winter 2024****Salary: 75% of Annual Scheduled Salary****Purpose of Leave:**

My project is two-fold and interdependent: decolonizing United States history, civics and language arts curriculum, with a focus on Native issues and voices; art and land based, culturally responsive curriculum development. I am interested in this work because I have seen the difference it makes in the lives of students who identify as native and/or indigenous, and in turn, all student identities. I am committed to ongoing improvement and learning as a reflective, culturally responsive and trauma-informed educator. Students must see themselves in the stories of our classrooms in order to feel the belonging and trust that is necessary for transformative and empowering education.

**Relates to PCC's Strategic Plan themes:**

"Transform our learning culture toward creating a sense of belonging and well-being for every student." I just recently met with a former student, a member of the Lummi nation, who shared a disappointing story of feeling silenced and marginalized in a credit class this term. I don't think the instructor was aware of the impact of their words and method. As we talked, I asked what has helped her to feel belonging and respect. Her answers confirmed why this work is so necessary for my work as an Adult Ed instructor.

**Austina Fong****Full time Faculty: Mathematics****One Term: Fall 2023****Salary: 100% of Annual Scheduled Salary****Purpose of Leave:**

During professional leave, I will adapt the existing Online MTH 253 shell to use OER materials with a more equitable and engaging structure to align with our adapted MTH 251/252 courses in the sequence. OER video lectures and lecture notes will consist of shorter, objective-level chunks along with check-in opportunities after each video via MyOpenMath to solidify understanding. MyOpenMath will be embedded directly into D2L for a seamless learning experience along with being no cost to students for an equitable, accessible and engaging learning experience from day one. These instructional materials can be utilized in all modalities of MTH 253.

**Relates to PCC's Strategic Plan themes:**

My proposal supports the theme of Delivery, as the OER structure of MTH 253 will improve educational delivery to create a more learner-centric ecosystem that is equitable, accessible, and engaging. It will also support Belonging by providing a seamless learning experience for students at no cost along with opportunities for students to interact with one another and nurture a sense of belonging.

**Ben Cushing****Full-time Faculty: Sociology****One Term: Fall 2023****Salary: 100% of Annual Scheduled Salary****Purpose of Leave:**

Too often, we discuss social injustices and ecological crises separately. This project is an attempt to bring them more fully together within the classroom: deepening my own knowledge, forging new relationships between the classroom and community leaders, and developing new open-access Culturally Responsive Teaching (CRT) materials that can be shared across multiple disciplines: a series of podcast interviews with climate justice leaders and scholars in the Pacific Northwest.

**Relates to PCC's Strategic Plan themes:**

Belonging and Delivery

Our students face social and ecological crises to which there are no current solutions. Their lives, like all of our lives, will almost certainly unfold within a world that is rapidly and unpredictably changing. They require the skills, knowledge, and networks to participate as agents of change within a changing world.

Our mission at PCC includes a commitment to "... promoting sustainability in a collaborative culture of diversity, equity and inclusion." PCC, then, seems to acknowledge something that a growing number of scholars and community leaders have argued: equity and sustainability belong together.

In this professional leave project, I will conduct personal study, develop new curricula and produce open access CRT educational resources - namely a second season of the podcast Tracing the Roots of the Climate Crisis based on in-depth interviews with scholars and community leaders

**Bonni Goldberg****Academic Professional: Health Care & Emergency Services Pathway****3 month Leave: Spring 2024****Salary: 100% of Annual Scheduled Salary****Purpose of Leave:**

Over one term, I will complete the courses to obtain an Educational Student Success Coach Certification, with an emphasis on cultural competency, through The Academy of Creative Coaching. This supports PCC's college priority of Belonging and the goals of Access and Equitable Student Success through the stated goal of culturally responsive, equity-conscious support services. I'll both incorporate the coaching strategies in my academic advising practice and work with the Academic & Career Pathways Guidance Training and Development Coordinator to create opportunities to share these resources and strategies with all advisors.

**Relates to PCC's Strategic Plan themes:**

Belonging and Delivery.

The new Caseload Advising model Student Affairs is transitioning to lift up the

student-advisor relationship to a primary one for students with advisors serving as coaches from the beginning to the completion of a student's learning experience at PCC.

My proposal addresses the priorities of

- Cultivating a student-focused culture, grounded in culturally responsive, anti-racist practices.
- Student Affairs service delivery that incorporates culturally responsive and inclusive interactions, guidance, and support for all students.
- Implementing equity-conscious support services that center the experiences of the students most directly impacted by college delivery decisions.
- Providing training to all employees to develop competencies in principles of intercultural communication, and culturally responsive practices, that support students

**Jamee Kristen**

**Full-time Faculty: Sociology**

**One Term: Fall 2023**

**Salary: 100% of Annual Scheduled Salary**

**Purpose of Leave:**

High quality faculty-student interactions are both supportive and caring, resulting in growth and learning through recognition and belonging and, ultimately, equitable student success. Professional coaching provides an excellent model for high quality faculty-student interactions. The International Coaching Federation (ICF) defines coaching as “partnering with clients (students) in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” I am currently enrolled in ICF accredited coach training, with the goal of ACC certification by August 2023. I plan to develop an instructional model that integrates the coaching mindset and tools to improve faculty-student interactions.

**Relates to PCC's Strategic Plan themes:**

Professional academic coaching aligns with the PCC strategic initiative for belonging in two ways: 1) “Create a sense of belonging in our learning environment as a college priority, and as a key factor in equitable student success,” and 2) “Provide training to all employees to develop competencies in principles of intercultural communication, systemic racism and social oppression, and culturally responsive practices that support our students and each other.” Academic coaching emphasizes the relationship between the faculty coach and student and can be used to facilitate group activities in the classroom in addition to individual conversations, creating a sense of belonging.

**Meredith Farkas**

**Full-time Faculty: Library**

**Two Terms: Fall 2023; Winter 2024**

**Salary: 75% of Annual Scheduled Salary**

**Purpose of Leave:**

The goal of this project is to help the Library develop a high-quality and

sustainable program to create culturally responsive information literacy tutorials that support equitable student success. Video and interactive library tutorials are powerful tools to sustainably deliver information literacy instruction to PCC students and we have evidence that our existing tutorials have measurably improved student academic outcomes. Based on my research, I will make recommendations for best practices the library can adopt as well as different potential staffing models to support this work.

**Relates to PCC's Strategic Plan themes:**

\*Belonging - instead of assuming that all PCC students are coming in with specific skills (potentially alienating or overwhelming students), providing tutorials at students' points of need can help students customize their learning and allows them to learn at their own pace.

\*Delivery - culturally-responsive tutorials are learner-centered and can be deployed at a student's point of need. Tutorials can be assigned in face-to-face, online, and remote classes or can be discoverable by students on the Library website.

\*Enterprise - online tutorials are a sustainable tool for delivering information literacy instruction. PCC Librarians cannot possibly provide synchronous information literacy instruction in all of the relevant classes and to all of the students who need it, so tutorials offer a sustainable and scalable way to support student information literacy learning throughout the College.

**Michael J. Mackel**

**Full time Faculty: Physical Sciences/Chemistry**

**One Term: Spring 2024**

**Salary: 100% of Annual Scheduled Salary**

**Purpose of Leave:**

I aim to develop curriculum for term-long, student-lead, experiment-based research projects utilizing the PCC Learning Gardens. These projects could be incorporated into the lab portion of our science courses. As part of my leave, I would like to complete Master Gardener Training to strengthen my gardening knowledge and make connections with community partners.

**Relates to PCC's Strategic Plan themes:**

My work would:

- Promote belonging by having a community of students and staff working collaboratively in a natural environment.
- Diversify delivery of STEM curriculum by swapping "cookbook" science labs for open-ended, hands-on research projects.
- Prepare students for the workforce by having them engage in experiment-based research that more closely reflects the structure of STEM research in universities and industry and by introducing them to horticultural skills.
- Engage in the enterprise of introducing sustainable food production to students who may never have grown their own food, thereby giving them knowledge and agency to thrive within their communities.

**Michelle DuBarry**

**Academic Professional: Grants Office**

**3 month Leave: Winter 2024**

**Salary: 100% of Annual Scheduled Salary**

**Purpose of Leave:**

As a PCC Grants Officer, I support equitable student success by developing and supporting grant funded projects that encourage belonging, inspire teaching and learning innovation, expand evidence-based best practices, foster partnerships with community partners, and integrate systemic initiatives.

I am requesting professional leave to pursue training and professional certification in project management and educational program design.

Project milestones include:

- 1.) Complete Project Management certificate program at Portland State University
- 2.) Complete Enhancing Program Performance with Logic Models— a course to help practitioners plan and evaluate education and outreach programs.

**Relates to PCC's Strategic Plan themes:**

This project aligns with the "Enterprise" Strategic Area of Focus: This project will improve my skills and contributions to the PCC Grants Office team that works to secure new revenue for the College.

Additionally, grant-funded projects align with the strategic plan in myriad ways, as the Grants Office secures funding for services that are not typically covered by student tuition and fees. Examples include individualized, intensive advising, basic needs support (housing, food, and emergency funds), culturally specific support and referrals, and workforce development activities such as internships and on the job learning.

**Miriam Budner**

**Academic Professional: Community Ed**

**3 month Leave: Spring 2024**

**Salary: 100% of Annual Scheduled Salary**

**Purpose of Leave:**

CED is committed to hiring diverse instructors and contracting with small businesses to develop and teach our classes (ENTERPRISE). Our department has struggled with hiring people of color who have rich professional, artistic, and community experience but don't have the expected teaching expertise. By developing deeper inclusion we broaden our programming and classroom experiences (BELONGING). My proposal explores best practices in onboarding new instructors through discussing goals, skills, and concerns (BELONGING). I will observe their teaching and provide feedback. Then instructors will identify what has been supportive and recommend additional strategies. I will create an adaptable toolkit for programming staff.

**Relates to PCC's Strategic Plan themes:**

Belonging: With more diverse instructors and classes, more students will find points of belonging within our programs. A pragmatic and reflective onboarding process will help our instructors feel valued, connected, and competent.

Enterprise: By involving more parts of the community (individuals and small businesses) we expand the community's investment in PCC's wellbeing as an institution.

**Monica Marlo Martinez-Gallagher**

**Academic Professional: Learning Technology and Innovation**

**3 month Leave: Summer 2023**

**Salary: 100% of Annual Scheduled Salary**

**Purpose of Leave:**

I am requesting a one-term summer 2023 leave to bolster my professional development in immersive learning technologies toward creating on-boarding content and experiences for faculty and staff. I will also use system information gathered in the lead up to summer to help our Learning Technologies and Innovation division clarify our work pipeline for future immersive learning projects. I'll be checking in with the three immersive projects from our 2020 Immersive Education workgroup report and with the Deans of Learning and Innovation to produce a system-level overview of the state of immersive learning at PCC.

**Relates to PCC's Strategic Plan themes:**

Delivery- Immersive education design redefines time, place, and systems of educational delivery by its very nature. As one component of a robust technology ecosystem, immersive platforms offer unique affordances that are learner-centric. They widen access to engaging instructional experiences and ways of being and seeing ones self- a beneficial component of learner engagement and completion.

**Tatiana Simonova**

**Full time Faculty: Art Department**

**Two Terms: Winter 2024; Spring 2024**

**Salary: 75% of Annual Scheduled Salary**

**Purpose of Leave:**

I have become keenly aware of the lack of cultural diversity in the Printmaking curriculum at PCC and plan to utilize my sabbatical time to research and study in Japan so that I can re-invigorate my pedagogy, create culturally responsive curricula and also find new rhythms, connections and ideas in my studio art practice.

I plan to study traditional Japanese woodblock printmaking at Mokuhanaga Innovation Laboratory in Kawaguchiko-cho, research methods of Japanese papermaking as an Artist in Residence at Awagami Factory in Yoshinogawa, and independently study traditional pigments and their application in printmaking. Acquiring technical knowledge and growing as an artist in this environment will help strengthen my pedagogy and facilitate the delivery of outstanding educational experiences to my PCC students. I also believe that through implementing tradition and respective practices in a culturally responsive way the classroom can be transformed into a safe space where marginalized and underrepresented students belong and diversity and inclusion are celebrated.

**Relates to PCC's Strategic Plan themes:**

Belonging and Workforce: I also believe that through implementing tradition and

respective practices in a culturally responsive way, the classroom can be transformed into a safe space where marginalized and underrepresented students belong and diversity and inclusion are celebrated.

As a result of my sabbatical research I will be able to add a new, non-Western perspective to the ART 274, Printmaking: Relief curriculum. Focusing on a non-Western printmaking process and its history will allow alternate means of narrating the continuity of purpose and means of making visual images. It will offer students an opportunity to diversify their transfer portfolio applications and stand out in workforce pursuits with expanded competency.