



# Teaching Week 2023 Program Guide

**September 12, 13, & 14**

**All Virtual Zoom Sessions**

**Driving Student Success through Instructional Engagement**

## Register for Teaching Week

At CTLE, we use MyCareer@PCC (or Cornerstone) to record all the professional development that you have participated in. There will be two to three concurrent sessions for each time slot. Individual registration links for each session will be presented after the description. Please review the instructions to register for sessions if you are not familiar. Once you register for a session, you will receive the Zoom link.

Please don't hesitate to contact us at [ctle@pcc.edu](mailto:ctle@pcc.edu) if you encounter any issues registering.

Registration will close 24 hours before the session. Part-time faculty will be paid a stipend for the sessions they have attended. Please refer to the payment FAQ with questions regarding the stipends.

## Accommodation Requests

PCC is committed to providing access and reasonable accommodation in its services, programs, and activities. Accommodation requests should be made by September 8, 2023 to Anne Grey, 971.722.4418 or email [ctle@pcc.edu](mailto:ctle@pcc.edu)

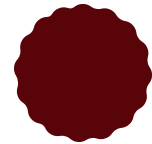
## The icons represent the focus areas that CTLE promotes



Sense of Academic Belonging



Equitable Assessment



Inclusive Curriculum

## The icons represent prior knowledge of the topic recommended



New or little knowledge of the topic



Familiar with the topic & expand knowledge



Good understanding of the topic & expand depth



All levels of knowledge of the topic

# Teaching Week Tuesday, Sept-12

9:00 – 10:30 AM

1

DAY

**Session 1:** Juice Up Your Jigsaw

**Presenter:** Timothy Krause

**Description:** The jigsaw is a common and effective technique to encourage collaborative learning. It accommodates a wide range of lessons and learners and can be adapted for different disciplines. In this session, participants experience a “juiced up” version of this activity that provides additional structure and purpose to promote higher engagement and deeper analysis. The result is increased student-student and student-teacher interactions, whether face-to-face or remote. [Register for this session.](#)



**Session 2:** From Overwhelm to Thriving: Nurturing Well-being for Instructors and Students in Stressful Times

**Presenters:** Maria Sefchick

**Description:** This remote interactive workshop will empower college instructors and students with practical strategies to combat burnout and cultivate well-being in today's challenging academic landscape. We will practice techniques for self-care, building connections, and managing stress that can be easily integrated into any class. Promoting a supportive and inclusive learning environment can mitigate anxiety and stress, enhancing our well-being. [Register for this session.](#)



# Teaching Week Tuesday, Sept-12

1

11:00 – 12:30 PM

DAY

**Session 1:** Engagement and Learning through Independent Authentic Course Research Experiences in STEM

**Presenters:** Josephine Pino

**Description:** Course Undergraduate Research Experiences (CUREs) engage students in applying content within the process of scientific inquiry. Participants will learn about a remote CURE model that includes cultural context-setting, student-generated authentic questions, information literacy, experimentation/data analysis, and scientific communication. This research model has been adapted and leveraged in a remote modality to engage students as independent scientists within a community of peer support. The session includes ideas for generating assessments that help drive equitable success. [Register for this session.](#)



**Session 2:** Communication Strategies for Submitting CARE Referrals and Collaborating with Student Conduct and Community Support

**Presenters:** Amanda Sanford and Gina Loschiavo,

**Description:** An interactive session created for faculty to assist with information on the CARE referral process and how to work with the Student Conduct and Community Support team when referring students to our office. This presentation will help faculty learn more about what to include in a CARE referral, what happens when CARE referrals are reviewed, what to expect after hitting the “submit” button, and what outreach looks like to students. We will also cover what information you can provide your student to make this a supportive and successful referral process. [\\*Please note this is a 60-minute session.](#)

[Register for this session.](#)



# Teaching Week Tuesday, Sept-12

**11:00 – 12:30 PM**

1

DAY

**Session 3:** Learning Together through Faculty Learning Community (FLCs): For Faculty, By Faculty

**Presenters:** Faculty Learning Community Leaders

**Description:** Faculty Learning Communities (FLCs) are small groups of faculty that meet throughout the year to discuss and learn together about a variety of topics. These faculty will lead FLCs starting Fall 2023 and continue through Winter and Spring 2024. In a low-key breakout room session with the part-time and full-time faculty facilitators, learn about the FLCs' focus and sign-up to participate in them. [Register for this session.](#)



# Teaching Week Tuesday, Sept-12

1:30 – 3:00 PM

1  
DAY

**Session 1:** Navigating Student Distress: Tools & Techniques for PCC Faculty and Staff

**Presenters:** Caroline Bartlett, Lisa Aasheim, and Charisse Loughery

**Description:** PCC students experience a myriad of stressors during their academic journey, and inevitably, a student experiencing distress will catch the attention of a PCC faculty member. This workshop guides faculty members through a series of tools and techniques to quickly assist the student at the moment if needed and a decision-making tree to ensure the student has access to the most appropriate resource options to meet their needs. *\*Please note this is a 60-minute session.*

**Register for this session.**



**Session 2:** Embracing Inclusion: Unmasking the Adventures of Disabled Students in Community College

**Presenters:** Elianna Gnoffo, Emma Agger, Mackenzie Morrow, and Phyllis Petteys

**Description:** Students will share their experiences navigating disability and accommodations. Attitudinal barriers and invalidation are common experiences when working with instructors. During a panel discussion, instructors will: 1) Learn to increase a sense of academic belonging for Neurodivergent (ND) students through a more supportive syllabus structure and implementation of universal designs in coursework. 2) Use culturally responsive pedagogy to honor the impact that various barriers make on a student's life. 3) Develop a greater understanding of the accommodation process and student learning experience.

**Register for this session.**



# Teaching Week Tuesday, Sept-12

3:30 – 5:00 PM

1

DAY

**Session 1:** Developing Restorative Practice Skills Inside and Outside the Classroom

**Presenters:** Bonni Goldberg

**Description:** Discuss, learn, and experience using a few Restorative Justice skills towards improving listening and creating a sense of belonging in and out of classroom communities. This session includes a brief introduction to (or refresher on) Restorative Practices, discussion, and experiential learning. Participants will leave refreshed, with practical tools, and with more questions. [Register for this session.](#)



**Session 2:** Multi-Modality Training and Checklist - Apply it Today!

**Presenters:** Gretchen Gebhardt, Greg Kaminski, and Anna Erwert

**Description:** We are excited to introduce our new Multi-Modality Training and Checklist! Both of these are designed for courses taught in multiple modalities (Combining Online, In-Person, or Remote modalities). In this session, we will introduce the Multi-Modality training, providing opportunities to apply effective practices for blending content, learning activities, and assessments across modalities. The session will also introduce the Multi-Modality checklist, what it can be used for, and how it can help faculty. There will also be an opportunity to apply the checklist to your course and share it with colleagues in an upcoming teaching squares program. [Register for this session.](#)





# Teaching Week Tuesday, Sept-12

5:30 – 7:00 PM

1

DAY

**Session 1:** The Climate Crisis Is Here! Emotionally-Aware Curriculum And Resources For Your Classroom

**Presenter:** Lutgarda Cowan, Stephania Fregosi, Jade Menchaca, Taryn Oakley, Roberta Richards, Tony Obradovich, Briar Schoon

**Description:** This summer, the climate crisis brought heat waves, floods, and catastrophic wildfires. Our students are experiencing the impacts of a warming planet right now, and they want to address the emotional weight of this future-defining reality of the climate crisis in their classes. This session will provide some general strategies for addressing this challenge and offer more depth in a choice of breakout room conversations: 1) Climate anxiety and the brain, 2) Focus on solutions! - engaging with the PCC Climate Action Plan and Community Based Learning, and 3) Climate justice in humanities classrooms.

**Register for this session.**



**Session 2:** Exploring Faculty Resources On myPCC

**Presenters:** Anne Grey and Samm Erickson

**Description:** In 2021, members of the Educational Advisory Council ( EAC) reviewed and updated the Online Faculty Resources webpage to strengthen and curate the most helpful information, including instructional information, curriculum initiatives, faculty support, and student support. Join us in exploring the new consolidated webpage that will streamline your search on pcc.edu.

**Register for this session.**



# Teaching Week Wednesday, Sept-13

9:00 – 10:30 AM



DAY

**Session 1:** Re-inventing the Learning Paradigm to Engage Student Thinking

**Presenter:** Manish Arora

**Description:** Contemporary learning frameworks though continually evolving, lay an overt emphasis on anachronistic student evaluation models. These often arcane, amorphous paradigms put students in a strait-jacket limiting their ability to learn effectually. I intend to share with the audience a framework to realign the student learning/faculty teaching prism in a direction that is intended to catalyze the primacy of "thinking" and place it at the core of any pedagogical exercise.

**Register for this session.**



**Session 2:** Incorporating Trauma-Informed Pedagogy in the Classroom

**Presenters:** Anne Grey and Jenny Sasser

**Description:** With the increasing incidence of traumatic events, there is a need to identify how trauma-informed approaches can be culturally responsive. In this interactive session, we will explore the effects of trauma on learning, trauma-informed conceptual framework, and barriers to implementing trauma-informed practices. Participants will also explore and discuss a practical checklist of pedagogical suggestions that promote trauma-informed and culturally responsive learning experiences.

**Register for this session.**



# Teaching Week Wednesday, Sept-13

11:00 – 12:30 PM



DAY

**Session 1:** Culturally Responsive Learning Objectives

**Presenters:** Samm Erickson and Casey Twining

**Description:** Learning objectives articulate the boundaries for what is taught within a given module/unit/lesson and are very important in the task of alignment and planning. Bloom's Taxonomy has dominated the writing of learning objectives in higher education for decades. But Bloom misses some fundamental human elements all teachers know are present in the learning. Using Fink's Taxonomy of Significant Learning Outcomes opens the possibility for more culturally responsive teaching and assessment. Come to this session to learn more about how to write these kinds of learning objectives and the significant difference this can make for students. [Register for this session.](#)



**Session 2:** What Faculty Need to Know about Accessible Ed and Disability Resources

**Presenters:** Kaela Parks, Patricia Kepler, James Albrecht, Phyllis Petteys, and Melanie Deleon

**Description:** This session provides faculty with a tour of the student accommodation process, focusing on what faculty need to know. Participants will leave the session with an understanding of how the process works, their role in it, and what to do when questions arise. We will close out with information related to accessible technology training and technical support, as well as Disability Cultural Alliance programming and peer connections. [Register for this session.](#)



# Teaching Week Wednesday, Sept-13

**11:00 – 12:30 PM**



DAY

**Session 3:** House Bill 2835 -- From Policy to Practice

**Facilitator:** Jaime Clark

**Panelists:** Lauren Smith, Charisse Loughery, Jennifer McBratney, Kendi Esary, and Mina Mahdian

**Description:** House Bill 2835, passed in 2021, requires Oregon public colleges and universities to hire Benefits Navigators to help students connect with federal, state, and local benefits programs. This presentation will share PCC's approach toward benefits navigation and basic needs integration. Learn about existing services and how to better connect students with resources. This interactive panel discussion will include representatives from multiple areas of the college that provide direct basic needs support for students. [Register for this session.](#)



# Teaching Week Wednesday, Sept-13

1:30 – 3:00 PM



DAY

## Session 1: Creating an Online Student Hub for Your Program

**Presenters:** Cynthia Killingsworth

**Description:** As more students learn predominantly online or remotely, they struggle to feel a sense of community with our college. An online hub helps connect students with their programs, college resources, and community. This presentation will show how the PCC accounting program uses Google tools (Sites, Groups, Sheets) and other resources like LinkedIn for its Accountlandia hub. **\*Please note this is a 60-minute session. Register for this session.**



## Session 2: Engaging Students in Zoom

**Presenters:** Melany Budiman , Paul Montone, Carolina Rose, David Vasquez, and Andre Temkin

**Description:** Many of us have been using Zoom during the shift to remote teaching and are familiar with its basic tools and features, like Breakout rooms, Chat, and others, but there may be tools we have not explored yet. We will show you various tools and features and provide examples of using them to increase student presence, engagement, and online collaboration in remote synchronous modalities. Some tools and features we will present will include Virtual backgrounds, Profile Picture, Avatar, and Whiteboard. **\*Please note this is a 60-minute session. Register for this session.**



# Teaching Week Wednesday, Sept-13

**1:30 – 3:00 PM**

2

DAY

**Session 3:** Non-Violent Communication

**Presenters:** Leslie Campbell

**Description:** Communicating in ways that provide clarity, equity, and inclusion in our world is becoming more important than ever. This class will focus on providing the language of Dr. Marshall Rosenbergs body of work on Non-violent communication strategies in which we will be introduced to and practice a simple formula of Observations, Feelings, Needs, and Requests (OFNR) to facilitate presence, compassion, and empathetic reciprocal communications, understanding and positive outcomes.

**Register for this session.**



# Teaching Week Wednesday, Sept-13

3:30 – 5:00 PM



DAY

**Session 1:** Using Community-Based Learning to Increase Equity in STEM

**Presenters:** Taryn Oakley and Aristides Petrides Jimenez

**Description:** Community-Based Learning (CBL) is a teaching method that moves away from the “banking model” of education toward hands-on experience and critical reflection. CBL increases equity by reducing anxiety, decreasing power dynamics, increasing understanding of course content, and providing a pathway to internships and employment. This session will discuss the benefits of CBL and provide examples of how CBL can be incorporated into STEM courses. Participants will leave with ideas on how to incorporate CBL into their classrooms. [Register for this session.](#)



**Session 2:** Making the Connection Between PCC’s Behavioral Clarification Process and Freedom of Expression Policy

**Presenters:** Christina Shafer and Erin McChurch

**Description:** We will start by covering what each of these looks like, then highlight the connections between the two. Finally, we will provide tools and resources, address commonly asked questions, and discuss what to expect when working with the Office of Student Conduct and Community Support. [\\*Please note this is a 60-minute session.](#)

[Register for this session.](#)



# Teaching Week Wednesday, Sept-13

5:30 – 7:00 PM

2

DAY

**Session 1:** More Than Just “Words, Words, Words ..”

**Presenters:** Timothy Krause

**Description:** In every class, students encounter new terminology. Each discipline has its own jargon that’s essential for students to acquire to succeed with course content. Rote memorization and mnemonics work for some, but there are better – and more meaningful – ways to help our students fully engage with new terminology. In this session, participants try various activities and learn why they are worth the time, regardless of discipline. [Register for this session.](#)



**Session 2:** Understanding Accessible Education: Faculty and Student Experience

**Facilitator:** Martha Bailey

**Panelists:** Accessibility Specialists Patricia Kepler, Phyllis Petteys, plus Faculty and Student Participants

**Description:** "Understanding Accessible Education" is an online training available to all faculty but is now required for new faculty. In this session, faculty who have been through the training will share how it transformed their teaching. Students who have taken classes from those faculty will also share the difference it made for their engagement in class. [Register for this session.](#)





# Teaching Week Thursday, Sept-14

9:00 – 10:30 AM

3  
DAY

**Session 1:** Antisemitism, Unconscious Bias, and White Supremacy: It's Not About the Holocaust or Israel

**Presenters:** Bonni Goldberg

**Description:** Through video, activities, and guided Q & A, gain an understanding of the historical roots of antisemitism, the complexity of Jewish identity, current iterations of antisemitism, and its connection to White Nationalism and White Supremacy to recognize unconscious bias, and the impact on Jewish students and staff at PCC, and to unify social justice advocacy.

[Register for this session.](#)



**Session 2:** Empowering Ethical AI Engagement: Navigating the Post-ChatGPT Landscape with Accessibility, Fairness, and Effectiveness

**Presenters:** Wilson Nitunga, Heather Griffo, Clarissa Littler

**Description:** Join us in this dynamic workshop as we explore the intersection of ethics, accessibility, and effectiveness in a world shaped by generative AI, particularly in the aftermath of ChatGPT. Discover strategies for ensuring fair assessment without compromising accessibility and fairness. Learn practical tips and best practices for utilizing ChatGPT effectively in various contexts. This workshop will empower you to navigate the evolving landscape of AI responsibly and ethically. [Register for this session.](#)



# Teaching Week Thursday, Sept-14

**11:00 – 12:30 PM**

**3**

**DAY**

**Session 1:** What Works Well in Online Teaching - How's your RSI?

**Presenters:** Paul Montone, Greg Kaminski, Sherie Guess, Tara Montague, and Charlotte Deason Robillard

**Description:** What Works Well in Online Teaching is a key resource for sharing the essential practices for engaging and inclusive online teaching and creating a sense of belonging for our students. This tool includes a wealth of strategies shared by our own PCC faculty through a series of videos. This dynamic piece of What Works Well will be updated yearly, with faculty sharing their instructional strategies. Another key component of this tool is the concept of Regular and Substantive Interaction (RSI). Come explore ways to include RSI and other effective instructional strategies in your class. We will also discuss an opportunity to apply What Works Well to your course and share with colleagues in an upcoming teaching squares program.

**Register for this session.**



**Session 2:** Data-informed Decisions in the Classroom

**Presenter:** Aristides Petrides Jimenez

**Description:** This presentation will increase awareness of the added value provided by applying an intersectional approach to disaggregate data. Presenter will share examples of student demographics and current data readily available, provide suggestions for classroom data collection, and highlight the importance of critical reflection in our work. Review findings of students' basic needs and student support resources available. Finally, a brief review of learning analytics and its ethical considerations will be covered in this presentation. **\*Please note this is a 60-minute session.**

**Register for this session.**



# Teaching Week Thursday, Sept-14

1:30 – 3:00 PM

3

DAY

**Session 1:** Know your IX: How faculty can support Title IX

**Presenters:** Charisse Loughery and Caroline Bartlett

**Description:** During this session, we will explore what faculty/staff need to know about Title IX, what Title IX means at PCC, and how to support students after a disclosure. We will cover how best to respond and where to pause before reacting. Participants will be given tools to easily assist a student in getting connected to the proper resources at PCC. *\*Please note this is a 60-minute session.* **Register for this session.**



**Session 2:** “They Emailed What?”: Strategies to reply to students who share they are struggling outside of the classroom

**Presenter:** Gina Loschiavo, Amanda Sanford

**Description:** An interactive session created for faculty to provide them with the tools needed to respond to students who disclose that they are struggling. This session will specifically focus on email communication; however, language ideas could be used in other communication formats, as well. The goal of this session is for faculty to feel comfortable responding to students while maintaining healthy boundaries and to be aware of resources available to support them in supporting their students. *\*Please note this is a 60-minute session.* **Register for this session**



# Teaching Week Thursday, Sept-14

1:30 – 3:00 PM

3

DAY

**Session 3:** BEARS: Helping your new online faculty grow from CUBS!

**Presenters:** Paul Montone, Paris Hickman, and Peter Seaman

BEARS is a fully online course developed by Online Learning with assistance from an interdisciplinary faculty team who informed decisions about what the course should cover and what skills are most needed by faculty who teach online for the first time.

Presenters will ask session participants to share their impressions of the course and their suggestions for making it as effective as possible in building BEARS. [Register for this session.](#)



# Thank You for your Participation



Driving Student Success through Instructional Engagement