Workshop 1:

Title: Countering Classroom Crickets: Getting Students Talking

Presenters: Jean Mittelstaedt

Room: 7/103

Time: 9:30am-10:30am Workshop I

Description: We all experience asking a question of our classes and hearing…crickets. We also want our students talking to each other. From classic active learning techniques like icebreakers to newer takes on activities like speed dating and Human Barometer, you’ll participate in and take away activities that will get your students talking to you and to each other.

I plan to discuss and demonstrate several active learning strategies that I have employed in my classroom that I find effective in encouraging interaction between students, and I will explain how I use them. Some are quick one-off activities that can be used for warmups, transitions, or icebreakers. Some can be used to form groups. Some enable students to engage in deeper discussion in smaller groups which can then facilitate large-group interaction. I will provide a packet of a number of AL strategies and will demonstrate 4 specific activities. The packet will also have a bibliography of resources.
Title: Supporting Student Success with Early Alert  
**Presenters:** Heather Lang  
**Room:** 7/104  
**Time:** 9:30-10:30 Workshop I  
**Description:** Faculty are a critical part of the student support network and are often the first to spot when a student faces challenges in their class. A new technology-assisted Early Alert process will support faculty to easily alert both the student and their assigned advisor in order to offer timely and helpful interventions. Come learn about this new tool in development - part of the college's Advising Redesign Initiative - and provide your critical feedback to assure it is executed with faculty needs at the center.

Title: Development of Intercultural Competency  
**Presenters:** Payal Roy  
**Room:** 7/105  
**Time:** 9:30am-10:30am Workshop I  
**Description:** This presentation will familiarize participants with key concepts (such as cultural biases) needed to understand Intercultural Competency. Participants will be made aware of the importance and relevance of skills in this area for effective performance of college-level educational institutes.

Title: Privilege and oppression in the classroom: using intersectionality to build empathy and manage conflict  
**Presenters:** Jimena Alvarado  
**Room:** 7/106  
**Time:** 9:30am-10:30am Workshop I  
**Description:** We’ll work with the very intense feelings that show up in a classroom when privilege and oppression come up. We’ll use intersectionality as a tool to explore empathy and understand where tension and conflict are likely to show up. We’ll prepare to handle conflicts around oppression from both the privilege and the oppressed side. This exercise will be useful for YOUR understanding, as well as a tool you can use to diffuse tension in your own classroom.
as you help students move through these dynamics. This workshop is participatory and interactive.

**Title:** How can we help Students Reclaim Cognitive Resources Lost to Poverty, Racism and Social Marginalization.

**Presenters:** Javelin Hardy MSW-CSWA

**Room:** 7/107

**Time:** 9:30am-10:30am Workshop I

**Description:** We will explore and discuss how the loss of cognitive resources affects our students. The cost of racism, poverty and social marginalization affects our students in a learning environment. We will discuss microaggressions and "Modern Racism", stereotype threat, and LGBT students. Interventions that will be taught and implemented the in workshop will be around *Growth Mindset*, belonging and navigating PCC resources.

**Title:** Shifting The Narrative: An Empowerment Approach to Student Learning

**Presenters:** Alexander McPherson

**Room:** 7/114

**Time:** 9:30am-10:30am Workshop I

**Description:** A substantive look at the development and launch of the first of its kind in the Pacific Northwest, Men of Color Center of Excellence in Education, (MoCCEE). The MoCCEE functions as a research and success/retention center focused specifically on supporting Men of Color at Portland Community College - Cascade Campus. The Center is rooted in a holistic paradigm that approaches advocacy, policy, research, and student development through a strengths-based framework. The MoCCEE leverages the intersections of its First Year Experience, Peer-Mentoring Program, and Staff/Faculty Development Program to serve and inform Campus and District-wide student needs and College Policy.

**Title:** Exploring Our Classroom Practices with an Equity Lens

**Presenters:** Peter Ritson

**Room:** 7/116

**Time:** 9:30am-10:30am Workshop I

**Description:** Striving for equity in our classrooms and student interactions is a personal process involving awareness and a willingness to challenge our own ideas and assumptions. Would you
benefit from connecting with colleagues who are also on this pathway to share experiences and challenges in closing opportunity gaps for our students? Engage in small group discussions focusing on specific classroom and student interaction practices. Plan and get feedback on how to implement an updated strategy to improve inclusivity in your current classroom.

**Workshop 2**

**Title:** Techniques for creating a student centered classroom  
**Presenters:** Jan Just  
**Room:** 7/103  
**Time:** 10:40-11:40 Workshop 2  
**Description:** I plan to discuss and demonstrate active learning strategies that I have employed in my classroom that I find effective in encouraging interaction between students. The majority of the hour will be spent engaging an activity that can be used or modified for your own classroom. I will provide a packet with additional information and resources for participants. This should be a fun and engaging opportunity to get a student’s perspective!

**Title:** Dismantling Stereotypes and Perceptions About People Who Experience Disability  
**Presenters:** Maria Mendez  
**Room:** 7/104  
**Time:** 10:40-11:40 Workshop II  
**Description:** People who live with disability often experience barriers - and more often than not - the biggest barriers are attitudinal. Join the PCC Committee for an Accessible College Culture to explore how everyday ableism impacts members of our community. We'll examine how microaggressions and stereotypes can impact people with disabilities, making it harder to engage in education and employment, and encourage participants to think about our shared responsibility to create open and inclusive learning opportunities. Facilitated discussion will follow selected video highlights. All videos are captioned.

**Title:** De-escalation: How to support students in crisis in a culturally competent way  
**Presenters:** Becca Parker Love  
**Room:** 7/105
Time: 10:40-11:40 Workshop II

Description: Learning how to de-escalate situations in classrooms, community spaces, and in written communications is key to being a culturally competent practitioner. This workshop will focus on how our communication style impacts how others perceive us. We will explore the power differential that exists at PCC between paid staff and students, and how this can impact our ability to de-escalation situations.

Title: The Science of Flipping Returning Student Mindsets and the Role of Educators in Sustaining Positive Mindsets

Presenters: Roger Anunsen, Jan Abushakrah, Jennifer Sasser

Room: 7/106

Time: 10:40-11:40 Workshop II

Description: This workshop is based the tools created by Gerontology to (1) flip a Returning Student’s negative mindset to a positive one and (2) sustain that positive mindset. Includes:

- Investigating implicit age-related bias held by educators as well as traumas arising from the Ageism faced by both younger and older returning students
- Supporting Returning Students who may have been traumatized from lived experiences.
- Eradicating the deficit model of Returning Students framed within the Fixed vs. Growth Mindset perspective by providing the facts and tools that educators need to raise their own awareness and inform their attitudes toward both younger and older returning students.
- Avoiding unintentional “Re-Traumatizing” of returning students, especially older students.
- Supporting Asset-based Andragogy
- Exploring the emerging research supporting positive Social Belonging

Title: When Biases and Microaggressions Threaten the Classroom Environment

Presenters: Laura Horani, Delpha Thomas, Lara Mendicino

Room: 7/107

Time: 10:40-11:40 Workshop II

Description: The new ESOL faculty assessment form for Southeast and Sylvania has "addressing student-to-student bias and microaggressions" listed under classroom management. In this interactive workshop, faculty will be given examples of student-to-student bias and
microaggressions to help increase their ability to recognize events that disrupt the collaboration which is necessary to develop a supportive classroom atmosphere. Faculty will also be given tips for interrupting instances of bias/microaggressions as well as educating students about common biases/microaggressions that happen both within groups and between groups. Audience participation is welcome (sharing examples, ideas for interrupting, and how to educate).

**Title:** Food Insecurity 101: What is it? How does it impact our students? And what can we do about it?

**Presenters:** Elizabeth McGlasson & Venus Barnes, Student Food Justice Champions

**Room:** 7/109

**Time:** 10:40-11:40 Workshop II

**Description:** This session will utilize a collaborative model to investigate food insecurity, how it impacts and creates barriers for our students, and how we might be able to provide resources and engage our course content to better meet the needs of our students. Participants will reflect upon personal food insecurity stories from our students and should expect to participate in an activity on food security hurdles. The remaining presentation time will focus on food security resources currently in motion at PCC and participants will brainstorm ways to create additional course and institutional transformation regarding these topics.

**Title:** The Power of Job Insecure Faculty to Innovate Culturally Responsive Pedagogy in Neoliberal Times

**Presenters:** Lisa George

**Room:** 7/114

**Time:** 10:40-11:40 Workshop II

**Description:** Designed to be a part-time faculty only space. This session presents data collected from PCC’s job insecure faculty over the past year regarding their ability to innovate as job insecure faculty, among other topics. We will then explore issues of those at the margins of academia: 1) how much power do we have given our current socio-political climate, and 2) the neoliberal influence in higher ed, coupled with part-timers’ ability to create curriculum and explore different pedagogical approaches within PCC's structure.
Workshop 3

Title: Food Lessons: Connecting with students through the topic of food
Presenters: Manar Alattar
Room: 7/103
Time: 1:10-2:10 Workshop 3
Description: Food has a central place in individual lives, community culture, and global implications. The strong identification that people have to food provides an excellent opportunity for educators to make abstract issues like climate change more relevant through their connection to food systems. In this workshop I would like to connect with other educators and exchange ideas of how to best utilize food to teach across disciplines.

Title: Dismantling the full-time/part-time hierarchy: Ideas from the AEC
Presenters: Shirlee Geiger, Martha Bailey
Room: 7/104
Time: 1:10-2:10 Workshop 3
Description: This directive interactive session focuses on barriers to faculty equity, consequences to students inside and outside of the classroom in the absence of equity, and different visions of an equitable educational system: what would equity look like at PCC? This session is building on the work of the AEC (Advancement of Educators Committee), a standing committee of the EAC (Educational Advisory Council).

Title: Flipped Learning for Equitable Student Success: Creating Your First Video
Presenters: Diana Lease, Davida Jordan
Room: 7/105
Time: 1:10-2:10 Workshop III
Description: In this hands-on session, you’ll create your first simple instructional video. We’ll present the basics of flipped learning, but the bulk of the session will be spent helping you plan, film, edit, and upload your first YouTube video using simple tools. First, you’ll plan a short video with examples, or choose one of our sample plans. Then, you’ll film your video and do basic edits with your smartphone. Finally, you’ll upload the video to YouTube. We’ll demonstrate the speed and ease with which instructors can create content that suits their classes.
and supports their students’ learning. You’ll need a smartphone or tablet and a non-PCC Gmail address.

**Title:** Intercultural Competence Self Assessment Tool for Faculty & Academic Professionals: How to Talk through Goals, Action Plans, and Reflections  
**Presenters:** Laura Horani, Jackie Sandquist  
**Room:** 7/106  
**Time:** 1:10-2:10 Workshop III  
**Description:** Are you unsure how to talk to each other about developing cultural humility (aka intercultural competence)? This session will give you practice and tips for talking to PT faculty, your dean or your manager about the goals, action plans, and reflections associated with the Intercultural Competence Self-Assessment Tool for Faculty & Academic Professionals. You will use the latest draft of the tool and goal scenarios and practice conversations around diversity, equity and inclusion.

**Title:** Get Over Yourself: The Carefully Decentered Instructor  
**Presenters:** Blake Hausman, Jessica Johnson, Nick Hengen Fox  
**Room:** 7/107  
**Time:** 1:10-2:10 Workshop III  
**Description:** We often love to talk about decentering the classroom in ways that prioritize student experiences and increase student agency. But the classroom and educational institutions like PCC are hierarchical by design, making this practice much easier said than done. Dominant paradigms and exclusionary practices seem even more easily to reproduce themselves when evaluating and grading student work unless we actively work to decenter assumptions about instructor expertise from the assignments and the assessment methods. This workshop will discuss how to decenter the classroom with care. Attendees will learn strategies for examining how assumptions about instructor expertise can create problematic assignments. Attendees will also become familiar with a process for incorporating student-designed descriptive rubrics into the assessment process. The workshop will be particularly useful for instructors whose subject matter involves students reading or writing in alphanumeric script (pretty much all of us), though anyone interested in the general topic of a decentered classroom is welcome to attend.

**Title:** Ask a Queer a Question Presents: Gender Pronouns and More
**Presenters:** Lisa George, Virginia Martin, Rebecca Raymond, Kenneth Friedrich

**Room:** 7/109

**Time:** 1:10-2:10 Workshop III

**Description:** Cascade Campus has been holding monthly space where the campus community can “Ask a Queer a Question” for the past year and a half. This is a non judgemental space where educational practitioners can share, consult, brainstorm, and inquire about issues that come up as they interact with the PCC Community and beyond. This session will be an enhanced version of that with interactive activities and discussions.

**Title:** Workshop: Teaching & learning practices for equitable student success

**Presenters:** Ralf Youtz

**Room:** 7/114

**Time:** 1:10-2:10 Workshop III

**Description:** Spend an hour developing strategies to incorporate promising teaching and learning practices for equitable community college student success into your practice! We'll explore research-based teaching and learning practices that can help all students succeed and which are critical for the success of men of color and other marginalized groups. You'll connect with fellow instructors committed to educational equity. Then, together, you'll generate and share ideas for implementing these practices in your work.