WE/ME: Encouraging Community at LCC

Lane Community College

Spring Conference 2019
Friday, May 3

Time	Event	Location
8:30-9:00 am	**All Staff Social and Registration**	**CML Lobby**
	Bring your own cup to enjoy coffee and tea and light morning snacks of bagels, spreads and fruit with your colleagues. Register to win a door prize! Drop off your books for the United Way BookFest Drive!	
9:00 am-Noon	**Morning Plenary**	**CML 102-104**
9:00-9:05 am	**Welcome**: President Margaret Hamilton	
9:05-9:35 am	**It's ALL Community**: Paul Jarrell, Vice President of Academic and Student Affairs; and Brian Kelly, Vice President of College Services	
9:35-10:35 am	**We Over Me: Who is Community? All-Alumni Panel** Alumni Facilitator: Angela Kellner, KLCC host and reporter Alumni: Jolene Bettles (AAOT); Arlen Rexius (Diesel Technology); Kevin Summerfield (AAOT); Maressa Surratt (AAS)	
10:35-10:45 am	**Announcements:** Paul Jarrell	
10:45 - 11:00 am	**Break**	
11:00 am-12:10 pm	**We Over Me: Building Community - Five Minutes of Fame** Facilitator: Russ Pierson, Florence Center Dean • Liz Coleman, Tutoring Services Coordinator: "Students' View of Tutoring" • Ed Radza, Network Administration Specialist: "Gmail Here We Come" • Daniel Lee Henry, Communications Faculty: "Debating the Fate of the Planet" • Jane Reeder, Director of TRIO/TRIO STEM: "TRIOriffic …" • Ian Coronado, Dean of Academic Technology: "Google Voice for Lane Employees" • Alexandra Geddes, Science Division Instructor: "Keeping Current With Climate Science" • Terry Holloway, Instructional Technologist: "Bright Ideas: Making Your Class Glow" • Early Outreach Specialists, Casey Reid, Writing Center Coordinator, and Kevin Steeves, Academic Technology Faculty: "Nobody's Gonna Break My Stride: Speeding Up Access to Student Support"	
12:15 - 1:15 p.m.	**Lunch**	**CENTER Cafeteria**
	Soup and Salad Buffet Menu: Chicken Fajita Soup (GF); Vegan "Cream" of Mushroom Soup (GF/VG); Quinoa Salad with Orange and Mint (GF/VG); Southwest Black Bean Salad (GF/VG); Green Salad with Assorted Dressings (GF/VG); Cookies; Iced Tea; Lemonade (GF) Gluten-Free; (V) Vegetarian; (VG) Vegan	
12:30 - 1:15 p.m.	**Art Galleries:** Visit the Building 11 art galleries and learn about the current exhibits from Ellen Osterkampe	Art Gallery, Building 11
1:15 - 3:00 p.m.	**Breakout Sessions**	See below.
1:15 - 2:45 p.m.	90-minute sessions listed in schedule as Track A sessions	
1:15 - 2:00 p.m.	Round 1 of 45-minute sessions listed in schedule as Track B sessions	
2:15 - 3:00 p.m.	Round 2 of 45-minute sessions listed in schedule as Track C sessions	
3:15 - 4:30 p.m.	**Resource and Brainstorm Fair**	**CML 104**
	Get resourceful! Learn more about Lane resources and provide feedback about ongoing or planned initiatives. See last page for details.	

Breakout Sessions

Choose from Track A, if you'd prefer a single, longer session. Choose Tracks B and C, if you'd prefer two short sessions.

Breakout sessions support the theme of community, employee professional development, and the college's 2018-19 strategic priorities: Student Success, Access and Equity and Regional Economic Driver. To read more about the strategic priorities: https://www.lanecc.edu/planning/strategic-priorities

Some sessions are recognized as Cultural Competency Professional Development (CCPD). The college supports cultural competency initiatives and more information is available at: https://www.lanecc.edu/diversity/ccpd-introduction

Track A: 1:15 - 2:45 p.m. (Choose from this list, if you'd prefer a single, longer session.)

CAR Hosts CAHOOTS: De-escalation and Client-Centered Communication Training   *(Cultural Competency Professional Development)*

Join the Center for Accessible Resources (CAR) as we host the community resource CAHOOTS in providing their De-escalation and Client-Centered Communication training. This training is focused on an overview of skills and assessments and to provide community members with tools to recognize when someone might need care. The goal is to better equip our campus community with tools to respond to students in crisis and with ways to create appropriate boundaries with these students. The session will focus on: basic interpersonal communication skills; basic crisis intervention and de-escalation tips and techniques; general self-care; maintaining healthy boundaries in difficult situations; and answering faculty and staff's questions. **Presenters**: Keelie Daquilanto, CAR Project Coordinator; Lisa Rupp, Interim Public Safety Director; CAR Staff; and CAHOOTS Staff **Strategic Priorities**: Student Success, Access and Equity	**Bldg 4 Rm 106**

The View From Here: Assessing the Writing Sequence at Lane

For the past year, a group of faculty from ALS, ABSE, ESL, and LLC has met regularly to talk about our writing assignments and develop a tool for assessing our courses as a sequence. We would like to invite writing instructors from across Lane's campus to participate in a norming session designed to evaluate assignment sheets from ESL Level F, WR 97, WR 115, and WR 121. Attendees will gain a better understanding of students' experience of Lane's writing classes as a sequence, get insights into the kind of work happening in writing classes across campus, and gain experience assessing writing assignments in order to develop plans for rethinking and revising writing curriculum. **Presenters:** Gina Szabady, Kelley McMinn, Nancy Wood, and Ingrid Nordstrom in collaboration with members of the A-Team funded Writing Assessment Project **Strategic Priorities**: Student Success	**Bldg 19 Rm 241**

Common Languages Create Strong Communities   *(Cultural Competency Professional Development)*

Take a journey that will broaden your perspective on teaching and living in communities with American Indian and Alaska Native peoples. We will explore and disrupt historical commonplace perceptions of Indigenous Americans that hinder equity and understanding. Together we will build common language that empowers you to move beyond simply being an ally. Participants will begin to understand the impact mainstream cultural perspectives have on the Indigenous communities; explore our own vernacular and perspectives of Indigenous communities; collaboratively create a new framework of understanding that strengthens and empowers; and move beyond allyship toward being an active co-conspirator within communities of color. **Presenters**: Lori Tapahonso, Native American Student Program Coordinator/ Longhouse Steward; James Snyder, PhD Candidate, Critical/Sociocultural Studies in Education, University of Oregon **Strategic Priorities**: Access and Equity, Student Success	**Bldg 19 Rm 243**

Validity and Accuracy of Self-Reported Data: A Placement Perspective

This breakout session reviews literature that supports and criticizes the use of self-reported student information and allows time for participants to ask questions, gain clarity around self-reported student information, its impacts on students and the college and explore its use in a multiple measures placement process. Academic grades are a common indicator of academic achievement and one of the most investigated constructs in educational research. Academic grades are consistently associated with a range of academic variables including self-concept and emotions, as well as with non-academic ones, such as socioeconomic status. Self-reported academic grades are often evaluated as proxies of actual performance based largely on the pragmatic rationale that self-reported grades are considerably more accessible and efficient. Although widely accepted in some academic areas, it is important to specifically examine the accuracy of self-reported grades to ascertain the extent of potential errors in estimating achievement levels before using this information for placement. **Presenters:** Nikki Gavin, Dean of Mathematics and Engineering; Helen Faith, Dean of Student Transitions; Patrick Blaine, Dean of Language, Learning, and Communications **Strategic Priorities**: Student Success	**Bldg 19 Rm 232**

Embodied Leadership Playshop

Embodied Leadership Playshop is a fun and invigorating way to explore leadership skills. Working with simple exercises and movement structures that anyone can do (you don't have to be a "dancer"), we will play our way into collective decisions through nonverbal communication. This session is designed to integrate the movement of the mind and the body, to slow down, to notice and listen. In this playshop, we will explore how our bodies enhance and add value to our understanding of what it means to lead, listen and follow. We will explore simple structures that tap our intuition to allow us to experience flexibile, resilient collective decision making. **Presenters**: Bonnie Simoa and Sarah Nemecek, Dance Faculty; Matt Svoboda, Music Faculty **Focus**: Strengthening Community	**Bldg 5 Rm 136**

Outdoor Taphonomy Facility: Talk and Tour of Lane's "Body Farm"

Learn about the science of taphonomy and tour Lane's new taphonomy research facility. Taphonomy is the study of the processes (such as burial, decay, and preservation) that affect animal and plant remains as they become fossilized. This is a vastly understudied field in the Pacific Northwest, and ours is the first such facility west of the Rockies. The LCC Science Division, in collaboration with the University of Oregon Anthropology Department, began work to establish the outdoor taphonomy facility in 2016. A small pilot project launched in 2018 and the current investigation involves using pig remains to mimic human decomposition. The session will increase awareness about how Science is using this resource in research projects, and how the facility can be used for undergraduate research projects in disciplines across campus. Participants will gain appreciation for how this innovation benefits the community and can become a viable regional economic driver. An optional, short hike to the research area is included. Sturdy shoes and weather-appropriate clothing are encouraged. **Presenters**: Jeanne McLaughlin, Anatomy and Physiology Faculty; Rosie Kirwin, Life Science Lab Coordinator; Paul Ruscher, Science Division Dean **Strategic Priorities:** Student Success, Regional Economic Driver	**Bldg 16 161**

Track B: 1:15 - 2:00 pm	
What is Planning and Institutional Effectiveness at Lane?	
How can we work together to create continuous quality improvement at Lane? What tools do you need to assess, improve, accomplish and adapt in our rapidly changing learning environment? Come learn about Planning and Institutional Effectiveness at Lane. We will explain the vision, structures, roles, and resources available in our institutional effectiveness model that include program review, department planning, accreditation, and college-wide plans and initiatives. Learn about where and how you and your department fit into the system, and provide feedback and ideas for improvement. **Presenters:** Jennifer Steele, Associate Vice President of Planning and Institutional Effectiveness; Kate Sullivan, Academic Program Review Oversight Committee; Tammy Salman, Faculty Coordinator; Tammie Stark, Accreditation Project Manager; and Institutional Effectiveness Committee members. **Strategic Priorities**: Student Success, College Resources	**Bldg 4** **Rm 202**
Guided Pathways: Where We Are and Where We're Going	
Hear about progress so far on our Guided Pathways effort from the teams who have started their work, including the pilot program mapping explorations and updates from the coordinating committee, data team and cross-content collaboration team. Presenters will give an overview of the upcoming goals and events for Guided Pathways. Participants will also hear about upcoming opportunities for involvement and have a chance to ask questions, and possibly to answer questions as our groups continue to seek input from areas across campus. **Presenters**: Jenn Kepka, Academic Learning Skills and Academic Technology Center Faculty; Jennifer Frei, Associate Vice President of Academic and Student Affairs **Strategic Priorities**: Student Success, Access and Equity	**Bldg 4** **Rm 204**
Latino First-Generation Students Share Their Experiences at LCC *(Cultural Competency Professional Development)*	
This is a unique opportunity to learn from Latino immigrant students about their experience at LCC, their needs and their hopes for us to best serve them. The audience and students will get a chance to ask questions and develop a clearer understanding of how we can work together to strengthen community and engagement at LCC. This session is open to anyone regardless of their position or experience; we all have the power to influence Latino students at LCC from every angle we stand. **Presenters:** Briselda Molina, Financial Aid Representative; Judy Gates, Academic Advisor **Strategic Priorities:** Student Success, Access and Equity	**Bldg 4** **Rm 105**
Exploring the Faculty Chair Model	
The Faculty Chair Model for leadership is currently in use in higher education across the country. Could this model be implemented at Lane as a part of the college restructuring of leadership? This breakout session is intended to foster an open dialogue between faculty, staff and administrators about Lane's potential to move programs to a faculty-led Department Chair Model of leadership. As the college considers changes to its organizational and governance structures, it is essential to incorporate the best thinking of all stakeholders in the re-assessment of processes and systems with the shared goal of student success. This breakout session will take a look at the benefits and challenges of Lane's current administrative model, as well as review and consider other leadership models in effect at other higher educational institutions. Sponsored by Faculty Council and Office of Academic and Student Affairs. **Facilitators:** Lee Imonen, Matthew Svoboda, Faculty Council **Focus**: Strengthening Community	**Bldg 3** **Boardroom**
Take a Little Time Out of Your Busy Day: Supporting Students with Early Outreach	
As Diana Ross reminds us, "We can change things" when we take a little time to reach out and connect with our students in different ways. Lane's Early Outreach and Referral Program (EORP) provides this opportunity through its proactive, holistic, individualized support that helps students navigate their college experience, including helping students manage their time, make decisions based on their goals, understand concepts in their courses, and connect with other resources as needed. As part of this session, presenters will discuss what kind of work they have been doing to support students through Early Outreach, what is being learned about best practices for communicating with students, and what are some of the institutional barriers that need to be addressed to improve students' ability to connect with Lane and succeed. **Presenters**: Casey Reid, Writing Center Coordinator; Early Outreach Specialists: Breckon Neat (Math); Candy Chen and Dessia Coleman-Fry (Business); Jennifer DeRoss, Eliot Triechel, and Billy VonRaven (Communication and Writing) **Strategic Priorities**: Student Success	**Bldg 19** **Rm 239**
Building Community In Your Online Course	
Research shows building a sense of community in online classes leads toward increased student success. Learning through a social context promotes class community and instructor presence in online courses. This is not new information for online instructors, however, the question is "how do I do this"? This session will offer some possible answers to the question of what are best practices in building community in your online course. Participants are encouraged to share experiences they practice in their online courses that build a sense of class community. **Presenter**: Kevin Steeves, Academic Technology Center Faculty **Strategic Priorities**: Student Success, Access and Equity	**CEN** **Rm 219**
Sustainability at Lane: A Community Effort	
This presentation will update the audience on the college's sustainability efforts, the importance of working with our local community and its implications. The session includes discussion about opportunities for everyone in the college to collaborate in this community effort, regardless of their role or position. **Presenters**: Luis Maggiori, Institute for Sustainable Practices, Sustainability Coordinator; Susie Cousar, Health and Physical Education Faculty **Focus**: Strengthening Community, College Resources	**Bldg 4** **Rm 203**

Track C: 2:15 - 3:00 p.m.	
The Perkins Program Is Changing! What Are The Rules Under Perkins IV?	
This session is designed principally for any Lane employees who work in a Career-Technical Education (CTE) area on campus who either have or are interested in information about Perkins funding and the rules that govern such funding from the state and federal government. The program still operates under Perkins IV federal and state rules, but Perkins V is coming! This session will focus on spending authorizations and rules, a new inventory control system which will launch in the spring, and likely future needs with respect to documentation and oversight that comes from the state office. **Presenters**: Paul Ruscher, Science Division Dean and Perkins Grant Administrator; Carla Arciniega, Perkins Project Coordinator **Strategic Priorities**: Student Success, Access and Equity	**Bldg 16 Rm 161**
Integrating Climate Change Across Disciplines	
This session is primarily for faculty across all disciplines and subjects who perceive a connection between their course and any aspect of climate change, and who wish to facilitate their students making that connection. Come brainstorm and learn more about how to incorporate climate change into one or more of your classes, get ideas, and gain confidence on how to do so. The session will not be a tutorial on climate change, and it does not instruct faculty on specific content to incorporate into their courses. It is a discussion about teaching climate change to everyone, because it touches every part of our lives, future, and civilization. **Presenter**: Alexandra Geddes, Instructor, Earth and Environmental Science **Strategic Priorities**: Student Success, Skill Development	**Bldg 19 Rm 245**
Improve Efficiency and Streamline Processes with Google Sites	
Learn what Google Sites can do for you! A good site has the potential to improve communication, provide easier access to important information, and even strengthen community. Using "New" Sites from Google, you can create your own customizable site that can be a one-stop-shop for organizing and accessing important information for you and your team or classroom. In this workshop we will explore this free, user-friendly resource that is fully available to use right now in LCC's employee G-Suite. To whatever extent your office, classroom, or team already is or isn't using other Google apps (i.e. docs, sheets, slides, etc.), this session will be a great introduction to the power of Sites. Learn more about bringing all of your files into one place that is not only visually appealing, but also easy to navigate and viewable on multiple devices. **Presenter**: Shelby Allread, Lead Administrative Specialist, English as a Second Language **Focus:** College Resources, Skill Development	**Bldg 2 Rm 212**
Do I Really Have to Issue An F Grade? Grading Without the NC Option	
This session is designed to assist Lane faculty and direct service employees when supporting students who are concerned about their academic performance. Presenters will outline options available to our students when considering a grade option or schedule change, therefore minimizing harm to GPA, percent of credits completed, financial aid, athletic, veterans or international student status. Those in attendance will be informed of various options that reduce harm to students related to financial aid and academic progress. We will also identify appropriate student support resources available for referral. **Presenters**: Jessica Alvarado and Anthony Hampton, Faculty Counselors; Matt Fadich, Bursar; Norma Driscoll, Health Professions Faculty; Casey Reid, Writing Center Coordinator; Dawn Whiting, Registrar **Strategic Priorities**: Student Success	**Bldg 19 Rm 234**
G.I.F.T.S. (Great Ideas for Teaching Students)	
Great Ideas for Teaching Students are class-tested activities, assignments, projects, games, simulations, or assessment techniques that address a specific concept, theory, skill, or learning objective that actively engage students in learning course materials. Participants can roam through different tables and hear about, and collect samples of class-tested activities, assignments, projects, games, simulations, or assessment techniques they can use in their own teaching. These creative pedagogical ideas range from short, simple activities, to longer more involved activities or pedagogical frameworks and work for teaching in traditional classroom settings, online/hybrid, and any other non-traditional learning environments. **Presenter**: Laura Pelletier, Speech and Communication Studies Instructor **Strategic Priorities:** Student Success	**Bldg 19 Rm 248**
Get ready for Academic Program Review: Drop-in Session	
Are you slated to start Academic Program Review in the upcoming academic year? Attend this APR drop-in session to: learn from programs that have completed the first stages of the process and ask questions of the Academic Program Review Oversight Committee (APROC) members and program review coaches; speak with Institutional Research about the range of inquiries that program review supports; query A-Team members about the role of the assessment of student learning in the program review process; and meet other faculty interested in program review. **Presenters**: Kate Sullivan, APROC; Cathy Thomas, Institutional Research; Tammy Salman, Faculty Coordinator of Student Learning Assessment and Curriculum Development **Strategic priorities**: Student Success, Access and Equity	**Bldg 4 Rm 202**
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BE RESOURCEFUL FAIR
Learn about available resources and help brainstorm solutions and ideas for planned and potential initiatives.

Resource Tables: Stop by to learn more about college resources.

The following programs are participating during the Be Resourceful Fair with college resource information: •Curriculum: New Online Catalog •ABSE and ALS Resources •Career Pathways/PASS Lane/STEP at Lane •English as a Second Language program •Business Department/Early Outreach Referral Program •Writing Center/Early Outreach •Academic Program Review Oversight Committee •Equity Lens •Faculty Professional Development and LCCEA faculty benefits •OSCQR: Open SUNY Course Quality Review, (OSCQR) standards used to guide online course development. •Honors Program and Phi Theta Kappa honors opportunities •Health Clinic •College Services - Ask Me Anything! •Ask the Budget Office •LCCEF •Library •Groupwise to Gmail	**CML** **Rm 104**

Brainstorm Tables: Stop by to engage in brainstorm sessions with colleagues about planned initiatives and work together on potential Lane solutions.

•Guided Pathways: What should we know? •Tutoring for Lane Students •Share ideas about sexual violence prevention activities and other potential outreach •Discuss Lucid method of teaching and learning •How can we improve campus-wide employee communication, engagement and outreach? •Explore feasibility of houseless student resource center	**CML** **Rm 104**

Special thanks to:
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