

**Learning Plan Goal 12: Improve hiring practices to ensure recruitment and retention of diverse faculty and staff, and create teaching opportunities for faculty of color through processes such as residencies and incentives.**

**Unit: AVIATION MAINTENANCE TECHNICIAN**

- 1.The significant increased use of computer labs provides for greater faculty flexibility...this fact enhances the opportunity for more personalized instruction.
- 2.The move to the airport is a move into newer facilities and it expresses a more "professional" environment.
- 3.The move to the airport provides greater opportunity for students to interact with the City of Eugene and the airport manager's office. This is important as it represents a more "real world" operational environment and the city can better understand the needs of the program.
- 1.The purchase of new NDT equipment and the computer lab has made it an imperative that faculty receive training. There is a constant need for faculty to up-grade their professional knowledge and skills inside the college environment and outside the college, such as participation in trade and professional organizations.
- 2.Increased partnerships with industry partners and other educational institutions provides additional opportunity for professional development.

**Unit: CIT**

Redesigned support for students in CIT instructional lab with extensive training for lab aides

**Unit: CONFERENCE & CULINARY**

Strong leadership of division with addition of Brian Kelly as Food and Beverage Manager.

**Unit: COOPERATIVE EDUCATION**

Became LCC rep and fiscal agent for Lane Co. Teacher Pathways program to promote bicultural, bilingual potential teachers.

**Unit: DISABILITY SERVICES**

Developed a competitive hiring process for a pool of highly qualified, diverse timesheet staff with multiple skills; improved monitoring system of timesheet staff work hours/time mgmt

**Unit: FOODSERVICES**

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

Hired new Food and Beverage Manager.

#### Unit: HOSPITALITY MANAGEMENT

New contracted faculty was hired.

Focus on retention and success led to a higher graduation rate.

#### Unit: MATH

##### Retention and Diverse Learners – General

There are renewed efforts this past year by the Mathematics Division to address and establish a plan that will improve our responsiveness and support of diverse learners. During Fall In-service 2005, we had an all-math staff discussion (including some members from Academic Learning Skills and Adult Basic & Secondary Education) with the ultimate goal to create and promote diverse and inclusive learning environments in our division and through our courses that "respond respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities". Two important outcomes of the meeting were the formal creation of the Developmental Math Task Force (to comprehensively and holistically review developmental math courses at Lane) and the Retention Task Force (to improve the retention and success of groups traditionally under-represented in math and science). In addition, the all-math staff discussion fueled the beginning of many deep and continuing conversations among staff about learning, authentic assessment, and the need to support diverse learners.

The Mathematics Division supports and encourages our entire faculty and staff to participate in diversity trainings and in multicultural center events (e.g., Oregon Diversity Institute Conference).

When hiring, Mathematics Division screening committees have adhered to Lane's affirmative action/equal opportunity guidelines. Postings have listed "working effectively with students from diverse cultural, racial and ethnic backgrounds, as well as students with disabilities or with other special learning disabilities" as one of the core essential functions of a faculty member.

In an effort to be more effective, the Mathematics Division has devised delivery strategies (various modes of instruction: including open-entry/exit, variable credit, and modularized delivery, lecture format, small group work, individual and group projects, and working with manipulatives and physical models) that address the following diversities:

- \*Students learn at different rates.
- \*Students' abilities vary greatly.
- \*Students learn in different ways.

We are in the third year of a three-year FIPSE grant Flexible Sequence Algebra (FSA). FSA seeks to give an alternative pacing and mastery option to students who might otherwise be unable to complete algebra due to personal, work, or scheduling conflicts, or those who might get stuck on one or two main topics within the course content. The open-entry, open-exit, modular format is supportive of non-traditional learners, workers returning to college for further training/education, and students having math anxiety.

#### Unit: WOMEN'S PROGRAM

##### Diversified offerings in the Women's Center

- oHosted Women's Center presentations on a variety of topics, targeting different audiences
- oHosted weekly video series focusing on diversity issues
- oAcquired additional posters for Center displays depicting diverse women not previously represented in the Center's collection
- oPosted a rainbow sticker at the entry to welcome LGBT visitors
- oIncreased library holdings that focus on issues/concerns for Latinas, some written in Spanish (20 books added)
- oAcquired more brochures in Spanish and designated an area on our brochure rack for all the Spanish language brochures

##### Provided support for Reading Together (RT) and Learning Communities

- oAcquired the RT books for the Women's Center library
- oInformed RT Coordinator of RT-related events in the Center so they could be included in RT publicity and the RT web page
- oWC Coordinator continued as a member of the Learning Communities Leadership Team
- oLearning Community faculty made presentations in the Center as a way to market their upcoming classes.

##### ACCESS

ACCESS provided programs and activities to assist students explore and succeed in non traditional careers.

- oProvided panel presentations on nontraditional careers and career exploration to 276 Transitions students
- oOrganized computer modules each term for TTS students with 111 participants.
- oOrganized Women in Information Technology networking meetings with 20 participants.
- oProvided a mentorship program linking students with professionals in their field for 16 students.
- oProgram advisor participated in R Tech

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

#### College and community relations

Staff were members of the following community councils & committees:

- oHASCA

- oDomestic Violence Council

- oState Attorney General's Taskforce on Sexual Assault

Staff participated in the following college councils, committees and task forces

- oSAGA

- oLearning Council

- oDiversity Council

- oLearning Communities Leadership Team

- oAcademic Program Review

- oAcademic Council

- oPeer To Peer

- oFirst year experience planning steering committee

- oFYRED Up

- oTitle 111 grant

- oR Tech

- oPathways

- oFaculty Safe group

- oLane's chapter of AAWCC

- oClass schedule redesign

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#### Unit: WORKFORCE DEV.

Maintained safe, comfortable and welcoming environment designed for serving students of diverse backgrounds; signage in Resource Center is in English and Spanish; utilized ESL workstudy/learn and earn students to create bilingual presence; housed Experience Works which provides job search services for those 55 and older; partnered with LILA to provide services for deaf and hard-of-hearing participants; specialized computer workstations in Resource Center with large monitors and ADA compliant accessories; kitchen area for participant use.

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Extensive collaboration with Dept. of Human Services, Oregon Employment Department, VocRehab, Lane Workforce Partnership, Disability Navigators, to provide services.