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## Chapter 5: Program Initiatives to Improve Performance

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The narratives for each discipline or program are indicated below with the appropriate heading. For overall division priorities, see the attached Social Science Division Unit Planning Spreadsheet.

### ➤ Ethnic Studies

#### Definition of Discipline

- The National Association for Ethnic Studies defines ethnic studies as “an interdisciplinary voice for the continuing focused study of race and ethnicity.” Others consider ethnic studies as the study of minority groups. Still others maintain that ethnic studies should focus on the intersection among race, ethnicity, gender, and class.

One important component of ethnic studies is the study of ethnic groups. Ethnic studies has profound interests in all social aspects of ethnic groups including their histories (origin, immigration, settlement, population changes, and socioeconomic transformations); cultures (language, religions, customs, and popular cultures); institutions and organizations (family, school, economic institutions, political, social, and religious organizations); identities; experiences; and contributions to American culture and society.

Another vital component of ethnic studies is the study of inter-group relations, which include ethnic stratification; social, economic, and spatial interactions among ethnic groups; political power relations; cooperation and conflict between groups; ethnic prejudice and stereotype; ethnic discrimination; and so on. Individual ethnic groups may be better understood in comparison with the relationship to other ethnic groups. Ethnic studies seek to capture the social, economic, cultural, and historical forces that shape the development of diverse ethnic groups and their interrelations.

Ethnic studies adopt multidisciplinary and comparative approaches to knowledge. Ethnic studies scholars study ethnic groups and their interrelations through the combination and integration of perspectives of various disciplines, including anthropology, economics, history, political science, psychology, sociology, and humanities (philosophy, literature, linguistics, arts). That is why ethnic studies scholars are of very diverse backgrounds, including social scientists and humanities specialists. Furthermore, ethnic studies emphasize a comparative approach in order to understand the history, culture, and institutions of ethnic groups in comparison with others. It focuses on common trends and experiences of different ethnic groups.

#### Ethnic Studies Faculty

Ethnic studies faculty at Lane Community College implement the following learning-centered college principles:

- creates substantive change in those learners who, through free-will, seek inner change;
- engages the learner as a full partner, within a culturally appropriate context;
- creates many options for learning;
- assists learners to participate in learning activities;
- defines the role of the faculty member as learning facilitator, and
- documents the successful improvements and expanded learning of the learner.

#### Ethnic Studies Course Criteria

Each ethnic studies course will:

- emphasize elements of critical thinking;
- increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of increased cultural competency;
- have as their central focus the study of the unequal distribution of power within the framework of the discipline;
- focus primarily on the United States, although global contexts are encouraged;
- provide illustrations of the ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
- provide historical and contemporary examples of how difference, power, and discrimination is interconnected and consistent across cultural, economic, social, and political institutions in the United States;
- provide illustrations of ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States;
- provide a multidisciplinary perspective on issues of difference, power, and discrimination;

- incorporate interactive learning activities, and
- be regularly numbered Social Science departmental offerings rather than 199 or blanket number courses.

### Rationale of Intended Outcomes or Core Ability Skills

The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Ethnic studies courses at Lane Community College engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. Such examination will enhance meaningful democratic participation in our college community and our increasingly multicultural U.S. society.

### Intended Outcomes or Core Ability Skills

When creating anticipated outcomes or skills, we must ask ourselves, what is it that we want learners to be able to DO out in the real world?

- think critically to understand the effects of race, class, and gender on society;
- exercise social responsibility and decisions that value varied cultures and racial backgrounds as a global citizen;
- facilitate community building by bringing groups together to foster healthy relationships, and
- research and develop effective strategies that dismantle the interlocking role of power and privilege in our society.

### Intended role:

Combined with the anticipated outcomes or skills, we must ask ourselves, what role(s) do we want learners to be able to REALIZE out in the real world?

Critical Thinker	Global Citizen
Problem Solver	
Community Builder	Teacher and/or Facilitator
Dismantler of privilege	

### Initiatives to Improve Performance

The subsequent pages contain four initiatives related to the discipline of ethnic studies and formatted using the unit planning guidelines.

#### **Initiative 1. Full-time Contracted Ethnic Studies Faculty**

**Priority 18**

Description:

- Why do it? The discipline of ethnic studies currently has one full-time instructor, and three part-time instructors. Although demand continues to exceed capacity, the discipline is not able to grow due to contractual constraints regarding the teaching loads of full-time and part-time instructors. Currently, the discipline of ethnic studies consists of one full-time contracted faculty coordinator who has permanent release time to facilitate the discipline and college-wide multicultural/anti-bias curriculum infusion, a full-time contracted faculty, working part-time on an ongoing temporary “loan” capacity from another department, and two part-time instructors with built-in teaching load restrictions.
- What will the product of this initiative be? Increased offerings of the two core courses in constant demand: ES 101 and 102. In addition, increased stability in one of the remaining sub-areas of ethnic studies curriculum: African, Asian, or Native American Studies.
- What is the need or intended use?
- Is it feasible? It is the opinion of the coordinator of ethnic studies that the current state budgetary reality does not deem this initiative to be feasible at this time. Although, lower-division college transfer courses overall, tend to be cost-effective.
- What would be the campus location of this request/project? Social Science Division
- How many students (per year) will benefit? Adding a full-time contracted faculty member would immediately benefit the increased offering of courses, times at least 35-40 students per course. Although, many ethnic studies faculty participate in learning communities, meaning their impact on students would increase two fold.
- How will students benefit? Ethnic studies faculty serve on a variety of college-wide, division-wide, and community-related committees. Perhaps more important is that ethnic studies faculty tend to be more highly culturally competent than the average college employee. This means that ethnic studies faculty not only fulfills many of the college’s vision, mission, and core values simultaneously, but also serves as roll models and advisors to students on an ongoing basis.

Describe the resources needed

List the possible funding sources

- Can this project be partially funded? No, see below.
- If so, what minimum cost? The minimum cost for a full-time contracted faculty member at Level 3, Step 6 is \$48,869.00 without OPE (\$24,385.63), or \$73,254.63 with OPE.

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? Because of the nature of ethnic studies courses as identified earlier, as well as the high level of cultural competency demonstrated by faculty who teach in this area, this answer will only address which of Lane's core values, this initiative contributes directly to.

### **Learning**

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

### **Diversity**

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

### **Innovation**

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Act courageously, deliberately and systematically in relation to change

### **Collaboration and Partnership**

- Promote meaningful participation in shared governance

- Encourage and expand partnerships with organizations and groups in our community

### **Integrity**

- Foster an environment of respect, fairness, honesty, and openness

### **Accessibility**

- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

**Initiative 2. Part-time Ethnic Studies Instructor****Priority 17**

## Description:

- Why do it? In addition to the definition of the discipline of ethnic studies provided earlier, the primary focus of ethnic studies curriculum is on the following four subgroups: African Americans, Asian Americans, Chicano/Latinos, and the First Nations people of North America, Caribbean, Asia, and Pacific Islands. The curriculum of ethnic studies at Lane Community College currently stands at 3/4 complete, with no Asian American courses being taught.
- What will the product of this initiative be? Depending on the expertise of the individual hired, at a minimum, the development and instruction of three Asian American Studies courses (ES 231, 232, 233), at a maximum, increased offerings of the two core courses in constant demand: ES 101 and 102.
- What is the need or intended use?
- Is it feasible? It is the opinion of the coordinator of ethnic studies that although the current state budgetary reality continues to look negative on higher education, the lack of complete offerings in ethnic studies requires a prioritization of funding allocation to fulfill this initiative.
- What would be the campus location of this request/project? Social Science Division
- How many students (per year) will benefit? Adding a part-time instructor would immediately benefit the increased offering of courses, times at least 20 students per course. Although, many ethnic studies faculty participate in learning communities, meaning their impact on students would increase two fold.
- How will students benefit? Ethnic studies faculty serve on a variety of college-wide, division-wide, and community-related committees. Perhaps more important is that studies faculty tend to be more highly culturally competent than the average college employee. This means that ethnic studies faculty not only fulfills many of the college's vision, mission, and core values simultaneously, but also serves as role models and advisors to students on an ongoing basis.

## List the possible funding sources

- Can this project be partially funded? No, see below.
- If so, what minimum cost? The minimum cost for a part-time instructor at Level 2, Step 6 is \$2,905.00 without OPE (\$938.32) or \$3,843.32 with OPE.

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? Because of the nature of ethnic studies courses as identified earlier, as well as the high level of cultural competency demonstrated by faculty who teach in this area, this answer will only address which of Lane's core values, this initiative contributes directly to.

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➤ **Geography**

- **GIS Certificate Program**

Increases student access to technology.

Geography has an opportunity to expand into a new applied field of Geographic Information System that would fit community college format well. A number of community colleges award GIS certificates and associate GIS degrees within the U.S. (e.g. *See [http://www.urisa.org/Career\\_center/college\\_certif\\_programs.htm](http://www.urisa.org/Career_center/college_certif_programs.htm)*). This certificate would directly benefit students who want applied technology skills for employment.

Geographic Information Systems are commonly used in many private and public agencies that manage large data sets with spatial attributes. Corporations such as Weyerhaeuser and Nike employ skilled workers and professionals to manage data of existing and potential resources for better decision-making. Local governments use GIS for a variety of data management, including urban planning, watershed management, and forestry. At this time, one GIS class is offered through the drafting department. While I am sure they do an excellent job of teaching the software, it is important to remember that a GIS designer needs to have background in basic Geography (both physical and cultural) to understand concepts and geographic models. A Certificate Program that offers a technology-based education would be of benefit to the college and community as well as potentially draw students from a wider region.

The first five initiatives would need to be funded together or any one of them to be useful.

<b><u>Initiative 1: Lab with 24 new computers and 1 plotter</u></b>	<b><u>Priority 13</u></b>
\$18,000	

<b><u>Initiative 2: Software site licenses for Arc View Software</u></b>	<b><u>Priority 13</u></b>
\$3,000	

<b><u>Initiative 3: Full-time instructor.</u></b>	<b><u>Priority 13</u></b>
We lack a 0.5 position from retirement last year, so the replacement needed is full time for this project.	
\$73,255	

<b><u>Initiative 4: Curricula Development:</u></b>	<b><u>Priority 13</u></b>
develop curricula for new and existing classes to create a certificate.	
\$3,000	

<b><u>Initiative 5: Remodel north end of Center 416</u></b>	<b><u>Priority 13</u></b>
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Wiring plus workstations in existing “smart room.”  
\$15,000

**Total estimated cost of Initiative 1-5 for Certificate Program Total**  
**\$112,255**

**Initiative 6: Computer with Scanner, printer for Map Room    Priority 14**

This would be used for students mapping and editing projects  
for classroom assignments and group projects.

Computer	\$700
Software	\$200
Printer	\$100
<u>Scanner</u>	<u>\$200</u>

**Total estimated costs for Map Room Improvement \$1,200**

**Initiative 7: Maintain support of existing (12) courses offered by part-time  
instructors**

**Priority 8**

due to retirement and traditional part-time sections.  
Existing cost is about \$46,116.

**Initiative 8: Offer Geography of Oregon (Geog. 206) as summer**

**Classroom/Field course**

**Priority 12**

as overload. This is a way to introduce students to field geography methods that cannot be accommodated in the teaching schedule during the regular academic year. Additional cost would be about \$3,843.

➤ History

**Initiative 1: Request for faculty position**

**Priority 2**

The history discipline would benefit from another full time instructor. Currently, we have a large number of courses that are being taught by part time faculty who are teaching their maximum limit per year. The point is not their teaching quality, but being able to continue to offer the number of courses each year that are necessary to fulfill student requests.

Considering that it is hard to find part time faculty, the loss of one part time instructor could mean the loss of courses as well. In addition, when everyone is teaching at the maximum (part time and contracted), it is hard to develop new curriculum and to make changes in the current curriculum. New courses and enhancing current courses are important for the changing needs of the students and the larger community. The college has also expressed a desire to move towards more full time contracted faculty overtime. This initiative would help towards that end.

The costs for this initiative would be a full time faculty salary. This cost can be met through the FTE that would be produced by that faculty member. History courses always fill and usually have waiting lists of students who need and/or want to take the courses.

This initiative would contribute to the learning centered focus of the college. It would lead to more diversity and innovation in coursework, which would appeal to a large number of potential students in the community. It would help the college climate by allowing a more permanent workforce.

➤ Human Services

**Initiative 1: Additional Classes**

**Priority 7**

Human Services is requesting funding for 3 classes\* to be taught by a part time instructor on an annual basis. Funding of these classes would provide for a concentration area in Chemical Dependency within the Human Services Program. Providing these courses, along with other coursework currently available in Human Services, would allow students to complete the coursework required to be eligible to sit for the state certification test for alcohol and drug counseling. By adding these courses, community members would have access to a career as a chemical dependency counselor. Local treatment agencies have requested training from LCC for their employees and many current students have expressed an interest in this specific training. Graduates of the former Chemical Dependency Counselor Training Program readily found employment in the field. A study completed within the last 18 months indicated a 25% turnover rate for chemical dependency counselors in the northwest.

**Requirements:**

Personnel	\$11,529
M&S	300

Each course would require an instructor at a cost of approximately \$3,843 include OPE for a total of \$11,529. Materials and supplies are budgeted at 100 per class. Classroom space, classroom equipment would also be required.

**\*Group Counseling**

HIV/AIDs and other Infectious Diseases  
Case Management: Record keeping

**Feasibility:** The only constraint is lack of funding. The course requested has already been approved by the state.

**Initiative 2: Co-Occurring Disorders Classes**

**Priority 15**

Human Services is requesting funding for a new class in Co-occurring Disorders. This class addresses the issues related to treating individuals who suffer from both a diagnosable mental disorder as well as a substance use disorder. This class would serve students matriculating in the mental health concentration area. It would also serve students interested in chemical dependency.

**Requirements:**

Personnel	\$3,843
M&S	\$100

This course would require an instructor at a cost of approximately \$3,843 include OPE. Materials and supplies are budgeted at \$100 for the class. Classroom space, classroom equipment would also be required.

**Feasibility:** The only constraint is lack of funding. The course requested has already been approved by the state.



**Initiative 3: Prevention Class**

**Priority 16**

Human Services is requesting funding for a new class in Prevention. This class addresses the need for prevention services and introduces students to relevant research and prevention strategies. This class would serve students matriculating in the mental health concentration area. It would also serve students interested in chemical dependency. The state office of Human Resources is very interested in seeing human service workers educated in prevention. Prevention workers are employed in a variety of human service organization however, very little education or training is available within Oregon

**Requirements:**

Personnel	\$3,843
M&S	\$100

This course would require an instructor at a cost of approximately \$3,843 include OPE. Materials and supplies are budgeted at \$100 for the class. Classroom space, classroom equipment would also be required.

**Feasibility:** The only constraint is lack of funding. The state office of Mental Health and Addiction Services has an approved curriculum already available.

➤ **Philosophy and Religion**

Program Initiatives to Improve Performance

**Initiative 1: Part-time Faculty Retention**

**Priority 4**

Conceptual Report: Faculty are at the core of the Philosophy and Religion program. We have quality instructors who are constantly looking for ways to further improve their already significant classroom teaching experiences. Hence the most important initiative in the program is retaining these faculty.

Currently Maurice Hamington has recently been given full-time contract in Philosophy and Religion. He currently gets release time for Learning Communities and the Community College Moment. He is also taking a Sabbatical this year. But in the next two years, he plans on increasing the number of classroom sections he teaches and give up his positions with these other programs.

With no increase in funding for part-time sections, existing part-time people who are for all intents and purposes, permanent employees of the college, teaching part-time by choice, and as qualified as any full-time instructor, will be squeezed out of their positions. We have already had to cut one instructor, Veena Howard, due to Jeffrey Borrowdale's hire and Maurice Hamington receiving a half-time, then full-time contracted position, after moving from the Business Administration program, when it was eliminated due to budget cuts. Veena will be teaching one section of "Religions of India" this term, but only because Maurice is taking a Sabbatical. Veena is from India and has special knowledge of the culture and traditions of the area from which Hinduism and Buddhism emerged and developed. It would benefit students and the college at large if she were able to teach at Lane on a regular basis.

Other reasons for this needed improvement include bringing the college's offerings more in line with the number of offerings at other institutions of comparable size in Oregon, meeting increasing student demands for Philosophy and Religion courses. Courses in non-Western religions, Contemporary Moral Issues, The Philosophy of Cultural Diversity, and Feminist Philosophy help students understand and appreciate diversity and issues of power, privilege and difference.

Desired Improvement: Add one part-time section per term, per discipline, for a total of 3 more sections of Philosophy and 3 more sections of religion. This would allow Maurice to gradually increase his teaching load without losing anyone.

Controls, constraints and barriers: The administration is hesitant to increase sections until the Oregon economy rebounds and state funding is increased. They want to use this time to "grow infrastructure". But

infrastructure is already funded at a sufficient level and the new Banner system should make the work of support staff more efficient in the coming terms. Moreover, the freezing of state funding formulas is offset by large increases in tuition, which have risen from \$39/credit in Fall 2001 to \$66/credit (including the \$3 technology fee) in Fall 2003.

**Necessary Resources:** The college calculates the cost of these extra sections at about \$3,843 per section, which covers salary and OPE. However, tuition generated for these classes through tuition and fees alone would be \$5,940 if filled to capacity (nearly double direct instructional costs) and still \$4, with only 25 students, more than enough to pay for salary and OPE (over half and again direct instructional cost). This assumes not merely a freeze in State funding, but no State funding whatsoever. The differential between direct instructional costs and tuition and fees generated should more than pay the additional overhead costs involved with additional sections. Moreover, the college will save on administrative costs by retaining pre-existing long-term employees who do not need to be trained in administrative procedures and require less supervision and evaluation by Department managers.

Cost for the initiative would be \$23,058. Student tuition would generate \$35,640 a net gain of \$12,582 although some but certainly not all of which could be put towards administrative costs of the extra sections. The remainder would represent a positive fiscal impact for the college.

**Alternative Implementation Scenarios:** (1) Temporarily increase offerings in Fall 2004 and only proceed if sections fill with 25 or more students. This will alleviate concerns about these classes paying for themselves. (2) Jeffrey Borrowdale, the other full-time contracted faculty, could seek release time opportunities with outside funding sources to alleviate the impact of Maurice's move to a heavier teaching load. The alternative requires further research.

➤ Political Science

**Initiative 1: Priority for Political Science**

George Alvergue and I put together a proposal a few years ago for a "civic literacy requirement," much like the computer, language, diversity, math and other *mandatory* requirements for students while at Lane. While we had much support for this from most faculty and administration, we met with rather fierce resistance from the professional technical areas. I would therefore like to revise the initiative to include only AAOT and direct transfer students. I won't go into all of the specifics here, but George and I had devised a plan by which students would have about 3-4 different options for meeting the minimum civic literacy requirements. I certainly don't have all the data to predict what costs would be born by the college or the department to implement this.

**Initiative 2: Priority for political science**

**Priority 6**

I would also like to set up a fund for speakers (either for the discipline or the department) to allow us to bring experts and professionals from the field into the classroom. I anticipate that we could start with \$1000.

**Initiative 3: Priority for political science**

**Priority 5**

I believe that we could expand the course offerings in the discipline to provide for another contracted faculty member (since we only have 1½ contracted faculty in the discipline currently).

## ➤ Psychology

- As a discipline, we had a hard time deciding what to do about this project. There is not a consensus about either what the discipline should be, or what our role(s) should be. However, The American Psychological Association's Board of Educational Affairs recently produced a set of competencies, which outline 10 objectives for undergraduate psychology. These include five goals specifically related to the discipline, and five that are goals of liberal arts education, which are developed in psychology. Attached is the list of goals. The task force report is at [www.apa.org/ed/pcue/taskforcereport2.pdf](http://www.apa.org/ed/pcue/taskforcereport2.pdf) or contact Barb DeFilippo. Three of us met as a discipline and produced a series of 21 potential items for initiatives, which included two suggested through email by the member unable to attend. These items are connected to the APA's objectives. What you see below is the result of the discussion.

Psychology is a discipline which has a relatively short history, and which changes quickly with each new advance in brain research. Therefore, we are constantly revisiting our coverage of content areas, both in general courses and specialty ones. This requires us to spend a lot of time to stay current in our fields, by reading, research, conference participation, and networking with psychologists at other institutions. (Goal 1) Luckily, we also have plenty of psychologists specializing in the learning process, and how to best convey this information to students.

Also, we are lucky that our constantly changing field has always been one that has fascinated a number of students, being the largest current undergraduate major in the United States. This means a lot of interested students, and a lot of ongoing research! Our role includes both teaching transfer students who will go on to pursue degrees at other institutions, and exposing non-majors to the many aspects of psychology which can enrich their lives and complement their other areas of study (Goals 3,4,9,10).

### **Initiative 1: Replace Scott Lindsay's position**

### **Priority 6**

These aspects of our field suggest several initiatives that may be of use to our discipline. The first would be the addition of a new full-time faculty member. Consistent with Lane's stated goals in the Strategic Learning Initiative and Future Faculty Task Force, we would like to continue moving toward a higher percentage of full-time faculty by hiring someone to fill the still-vacant position from which Scott(?) retired (?) years ago. Until this happens, we will not only not have moved forward, but in fact moved backwards in the number of full-time psychology positions we have!

**Initiative 2: Restore Gen. Psych sections that were cut.**

**Priority 5**

This move would also be in keeping with the high demand for psychology classes increased by dual enrollment and “swirling.” Enrollment data from Coco and attempt hit data from Banner has illustrated the ability to fill as many sections of introductory psychology as we can offer. We would like to offer more sections of General psychology, including more trailer sections for students not taking the series in the traditional sequence.



**Initiative 3: Add a section of Psy 236, Human Development 2 (Adult).**  
**Priority 9**

Students have for years petitioned our department chairs for additional Human Development classes. These are required for a variety of programs both on campus (such as criminal justice and nursing) and at other institutions. A second section of PSY 236 in spring would be helpful to serve the needs of these students.

**Initiative 4: Restore PSY205 section****Priority 11**

We also had to cut the breadth of our offerings at Lane since there were not enough faculty with the expertise to cover the special topic classes without violating the provisions of the contract (Goals 1,2,4,6,8,10). Therefore, courses such as PSY 205, Applied Psychology, have not been offered in several years, despite interest on the part of the discipline and students, and the availability of a graduate program at Portland State (Goals 4,10). It would be ideal to be able to teach all the courses on our lists at least every other year. More online courses would also expand options for students with work and other obligations that make traditional classes difficult.

**Initiative 5: Add 1 diversity class/term****Priority 19**

One area, which has been of increasing interest to the college and our discipline, is that of diversity. We currently have a few courses that touch briefly on issues such as gender, sexual orientation, and prejudice, but not a single course that focuses on any diversity topic. It would be consistent with the college's focus, and would broaden the range of courses available to students wishing to explore issues of diversity, if we could offer courses in our discipline which concentrated on the psychology of gender, race, and religion (Goal 8). There was at least one such course-involving race in this discipline about 30 years ago, and we seem to have moved away from the college's intent since.

As instructors, one of our obligations is to keep current in our field. In order to do this properly, we have to have access to the newest information available. This would typically happen through conference attendance, organization membership, and a great deal of reading and research. Unfortunately, these activities require two things that are in short supply: time and money. Currently at Lane, we only have \$350 for Discipline Contact, no matter how large the discipline is. In addition, the current possible maximum of Professional Development funds is approximately \$567 per person per year. This sounds like a lot until you realize that the average cost of going to just ONE conference is more like \$800. This means that most faculty can only go to one conference every other year, even though ideally they might attend at least one teaching specific conference and one content conference each year. One example of the problem was the year I obtained scholarship funding for an outstanding student to attend a conference at which she was speaking, but faculty development did not provide any money for an instructor to attend as her mentor. Changing the possible maximum to \$3500 every 3 years would enable the faculty to better keep current, improve their teaching, and share their knowledge and skill with their students and colleagues (Goals 1,4,6,10).

**Initiative 6: Release time for “lead faculty” duties****Priority 21**

Time is also an issue. Currently, no release time is available for duties that the lead faculty member engages in, such as organizing the part-time pool, planning in-service events, and training sessions, and working with students and advisors on course equivalencies and articulation, just to name a few duties. Neither is release time available for advising student groups and honor societies, even though they serve the campus and the community, and allow us to further the interests and knowledge of our students. If the knowledge and career development of our students is important, then we should have time to help them (Goals 4,5,7,9,10).

**Initiative 7: Create lab area for students****Priority 20**

Space is also a concern. Despite the thousands of students we teach each year, we do not have any kind of lab space or other dedicated area that could be used for students to utilize special computer programs, textbook supplements, and other valuable materials, either during or outside of class. Such space could also be used for discipline honor society meetings and other discipline-related events (Goals 1,2,6,9,10).

## **Initiative 8: Liaison with community**

## **Priority 22**

There are also a number of opportunities our discipline has for increasing its presence within the community, and its ties to other institutions (Goals 4,5,6,7,8,9,10). Faculty have mentioned doing more liaison work with High School psychology programs. We could share with them APAs national guidelines for high schools, and get them involved with programs and events, which might be of interest to them. Also, setting up a speaker series and symposia on topics such as aging for which there are locally available experts, could increase our visibility and cement our connections with other colleges and professionals in the area, facilitating transfers and articulation. Community psychologists, and those in counseling here on campus (who indicate that they cannot fill their counseling intern slots with clients) could help promote our discipline and offer services to the college community through working on mental health screenings and Brain Awareness Week with our honor society.

I believe this summarizes our discussion. Resources in terms of FPD and curriculum development funds would be necessary, as well as judicious space allocation (possibly sharing with other disciplines that use computer technology), and potential release time. TACT funds, or something similar, would be necessary to upgrade faculty members' computer systems so that they can run the appropriate software, and to provide at least 2 systems on which those programs could be loaded for student use, along with a color printer for brain scan images.

We thank you for your time, and your attention to our students' needs.

➤ **Social Science General Initiatives**

- In the development and prioritization of initiatives it was agreed that several initiatives were needed to capture needs that did not belong to only one discipline or program. Those initiatives are summarized here and references to more extensive descriptions in the above narrative are provided.

**Initiative 1: Women's and Gender Studies Coordinator**

**Priority 10**

This initiative was developed and written in collaboration with the Director of the Women's Studies Program and Ethnic Studies Coordinator.

**Description:**

○ Why do it?

Lane offers Women's Studies courses, but these are dispersed, poorly identified within departments, and often taught by part time instructors. There have been some institutional and individual efforts to integrate Women's Studies scholarship into the curriculum and the college has a diversity requirement for the AAOT that includes gender. However Lane needs to institutionalize Women's Studies as a visible and permanent component of the college's instructional programs. Curriculum infusion needs to be further developed in the Humanities and Social Sciences and then progress to Math, Science and the professional technical areas. These goals would be accomplished though establishing a Women's and Gender Studies Coordinator position in Social Science.

○ What will the product of this initiative be?

It is the opinion of the coordinator of ethnic studies that a coordinator of women and gender studies would served three functions simultaneously: (1) similar to ethnic studies related courses, the existing women's studies-related courses would remain in whatever disciplines they currently exist, with the exception of any stand-alone women's studies courses, which would housed within an established autonomous discipline, (2) the needs of the college, community, student learners, and faculty would be evaluated, adjustments made, initiatives created, alignment developed and maintained, and (3) as per the vision, mission, values, strategic and diversity plans of the college, as approved by the president and board, this coordinator would lead gender/anti-bias curriculum fusion efforts college-wide.

○ Is it feasible?

Yes, depending on funding priority adjustments.

○ What would be the campus location of this request/project?

The Social Science Division

- How many students (per year) will benefit?

Too numerous to quantify if one takes into consideration the impact that this position would have on course development and infusion, and faculty collaboration.

- How will students benefit?

All Oregon universities provide undergraduate (and some graduate) degrees and certificates in Women's Studies. The University of Oregon –an institution that many of our students transfer to – offers both an undergraduate degree & a graduate certificate in Women's & Gender Studies. OSU offers a Women's Studies minor; PSU offers a Women's Studies major, minor, and post baccalaureate certificate; SOU offers a Women's Studies minor & interdisciplinary masters degree with Women's Studies. To serve students well, Lane needs to offer a coordinated comprehensive program of Women's Studies courses that articulate with Oregon's universities. This cannot be done without a designated contracted faculty coordinator position. Just as important to the matriculation of courses, is that faculty who teach in this field tend to be highly culturally competent, which helps to create a safer and more positive learning and working environment. This means that women and gender studies-related faculty not only fulfill many of the college's vision, mission, and core values simultaneously, but also serve as roll models and advisors to all students on an ongoing basis.

List the possible funding sources

- Can this project be partially funded?

Absolutely not, see below.

- If so, what minimum cost?

The minimum cost for a full-time contracted faculty member at Level 3, Step 6 is \$48,869.00 without OPE (\$24,385.63), or \$73,254.63 with OPE.

- How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

Because of the nature of women and gender studies courses, as well as the high level of cultural competency demonstrated by faculty who teach in this area, this answer will only address which of Lane's core values, this initiative contributes directly to.

## **Learning**

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner



- Foster a culture of achievement in a caring community

### **Diversity**

- Welcome, value and promote diversity among staff, students and our community.
- Cultivate a respectful, inclusive and accessible working and learning environment.
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community.
- Develop capacity to understand issues of difference, power and privilege.

### **Innovation**

- Support creativity, experimentation, and institutional transformation.
- Respond to environmental, technological and demographic changes.
- Anticipate and respond to internal and external challenges in a timely manner.
- Act courageously, deliberately and systematically in relation to change.

### **Collaboration and Partnership**

- Promote meaningful participation in shared governance.
- Encourage and expand partnerships with organizations and groups in our community.

### **Integrity**

- Foster an environment of respect, fairness, honesty, and openness.
- Promote responsible stewardship of resources and public trust.

### **Accessibility**

- Strategically grow learning opportunities.
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning.

## **Initiative 2: Replacement of Faculty Computers**

### **Priority 1**

Several disciplines express the common need for faculty to have computers that meet current college standards. Many are old enough that the hardware and software are not currently supported by Computers Services. Several fail to function on a regular basis. Although faculty are aware that there is a plan being developed to replace and upgrade their technology, there was agreement that the initiative put forward by the various disciplines should be included in the Unit Plan to give voice to their concern that this need be addressed. The ranking of initiatives was done using this general initiative, but some of the original descriptions are included below.

- The daily work that is done on computers requires that the machine is working at an optimum. The computers that are currently being used are old and suffer from frequent breakdowns. Faculty must wait in line until they can be fixed which leads to wasted time for faculty.

Instructors also are trying to use the newest technology to enhance the classroom learning experience for their students and newer computers that have the capabilities for this technology are necessary for that work.

Instructors contribute to Lane Community College's position as a Learning Centered Vanguard College through their use of innovative technology that enhances the learning experiences of students in the classroom. New computers will allow for innovation and creativity to take place.

- Teaching technology has improved markedly in the last 10 years. Unfortunately faculty have been unable to keep up, and to benefit from these advances. Our equipment is outdated and too slow. Until recently, we did not even have CD-rom drives to access the teaching materials that came in our textbooks. We currently do not have enough memory to run many of the programs we want to share with students on our computers. One partial solution is to have computers available for use by psychology students, which have the relevant programs, loaded onto them. Another is to upgrade the instructor's computers so that they can try the software out as well. And it goes without saying that instructors have to have the time and opportunity to get trained in the content-specific tools of their discipline.

The costs for this initiative would have to come from the general funds.

### **Initiative 3: Increased Professional Development Funding**

### **Priority 3**

The faculty recognizes that the level of Faculty Professional Development Funds is a matter of negotiation between the college and the faculty association. There was agreement that this was a common concern. This was also prioritized as a general initiative. The justification for one of the original discipline initiatives is included below.

○ Why do it?

Because of the multidisciplinary nature of ethnic studies, it is difficult for faculty in the discipline to stay current in scholarly developments. Lane Community College does not adequately fund professional development at the college or division level. Increased funding is needed for membership in professional organizations, subscription to peer reviewed journals and other ethnic studies-related publications, and participation at ethnic studies-related conferences and workshops.

○ What will the product of this initiative be?

It is the opinion of the coordinator of ethnic studies that there is not sufficient college-wide accountability or evaluation of those who use professional development funds. Therefore, identification of the product of this initiative, beyond the information listed above, is not possible.

○ Is it feasible?

Yes.

○ What would be the campus location of this request/project?

Social Science Division

○ How many students (per year) will benefit?

Too numerous to quantify if one takes into consideration the impact that professional development has on teaching, research, course development and infusion, and faculty collaboration.

○ How will students benefit?

Professional development assists faculty facilitator in working toward the intended outcomes and/or core abilities of ethnic studies courses.

List the possible funding sources

○ Can this project be partially funded?

Yes.

○ If so, what minimum cost?

\$1,000.00 per academic year for the discipline.