

Lane Community College
Unit Planning: Instruction & Student Services
Language, Literature & Communication: English

Program Initiatives to Improve Performance
English Department

Initiative Title: Composition Coordinator Reassignment Time Division Priority 1

Description: an expansion of the reassignment time afforded to the composition coordinator from one course a term to two.

Why do It? The English department has grown substantially in the past few years, and the responsibilities of the composition coordinator with them. Specifically, the need for a coordinator who can provide necessary information for writing faculty and facilitate program consistency has increased in concert with the growing number of part time faculty who benefit from active mentoring (26 this term alone). Indeed, our division head and the administration have recognized the demands of this position and awarded additional reassignment time for part of last year (winter & spring of 2005) and the academic year 2005-2006. This initiative marks an official request to match recognition with continuing reassignment time.

Product: The composition coordinator performs essential work to facilitate the efficient functioning of our composition program: he/she coordinates and facilitates various sub-committees dedicated to addressing composition concerns; works with composition faculty in the creation and implementation of appropriate curricular materials; assesses course equivalencies and substitutions; and, in conjunction with other faculty, develops, publishes and articulates policy around our use of a waiver exam for WR 121; works in conjunction with the writing center coordinator to develop and maintain tutor training materials with our course outcomes in mind; attends, facilitates and chairs English department and campus-wide meetings; joins, attends and participates in appropriate state organizations such as OWEAC; advises students about writing courses; provides information for and manages the composition webpage; maintains networks with ALS, enrollment services and other interested parties on campus; mentors and supports our growing number of PT faculty in the performance of their duties.

Need: The job requirements of the composition coordinator include: assisting full time and part time faculty in the performance of their duties as writing instructors; assessing course equivalencies for transfer students; facilitating relationships across campus between the writing program and degree evaluators, testing services, ALS, academic advising and curriculum development and assessment; working with enrollment services in the periodic evaluation of course equivalencies; chairing subcommittees on composition curricula, WR 095/115 specifically; coordinating assessment of writing courses; updating course descriptions; maintaining forms/information for the composition program; attending OWEAC and state accreditation meetings. Ideally, the coordinator would also have time to attend national meetings such as the 4C's and NCTE. In the near future, the composition coordinator will also work with enrollment services in order to review transfer articulation information for input into Banner. Clearly, one course reassignment is insufficient for the demands of this position. In the recent past, the composition coordinator, Susan Swan, was granted two-course reassignment in the fall and one in the winter and spring. More recently, this position has been cut to one course reassignment per term, despite the fact that the actual duties and responsibilities of this position have increased.

Feasibility: Faculty are granted two course reassignments for a number of responsibilities. The addition of one further course reassignment would be easily implemented and require minimal disruption to the department. Indeed, additional reassignment time for the composition coordinator

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would reduce the burden on our support staff that have dealt with the challenges presented by the hiring of such a large and changing PT staff.

Campus Location: LLC dept. and faculty office, main campus.

How many students will benefit? All students who take credit courses at LCC enroll in writing courses and all will benefit from a program that is consistently coordinated and maintained.

Resources needed: one course additional reassignment time per term
.25 FTE for 3 terms w/OPE = \$13,509

Funding sources: general fund

Can this project be partially funded?

Minimum: 3,226 Salary + 1,277 OPE=4,503/quarter (Donna's figures for .25 FTE)

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? All professional-technical and college-transfer students must take writing classes, and writing in all disciplines is both foundational for academic development and significant in lifelong personal enrichment. Indeed, writing instructors recognize that student lives are transformed through their writing experiences. More reassignment time for the composition coordinator will enable the person in this position to more fully collaborate with interested parties across campus and undertake the work necessary to ensure that our writing program is consistent, well administered and best meets the needs of our student population.

Initiative Title: Consolidate part-time sections and hire 4 new, full-time contracted positions.

Division Priority 2

Initiative Description: Combine part-time FTE to create 4 full-time contracted positions to address the overuse of part-time faculty and provide the human resources to fulfill the English department's instructional and non-instructional responsibilities in carrying out the college's mission, vision, and core values.

Rationale: Part-time faculty are hired to support enrollment fluctuations and respond to student needs. Enrollment in English has remained stable over the past decade, to the extent that in Fall 2004, 34 part-time faculty were hired to teach classes. It is possible to hire at least four full-time faculty to teach our stable enrollments while maintaining flexibility for any potential enrollment decline. Workload in the English Department is high for several reasons. While the department is large compared to other departments in the division, the ratio of part-time to full-time is high--69% (approx). At the same time, the department is at the center of many college-wide learning initiatives such as assessment and a move to 4 credit classes. Both of these initiatives will take an extraordinary amount of committee work. Part-time faculty are not required to participate in these committees, and the department is unable to compensate fully for voluntary participation.

Each term, the administrative and office tasks involved in processing paperwork for part-time faculty place a heavy burden on our office staff, who must shepherd new part-time faculty through the complex process of orientation, getting keys, setting up accounts, etc. We have one administrative assistant, one full-time staff assistant and one part-time staff assistant to serve the needs of hundreds of walk-in students and 80 faculty, tutors, and a division chair. Additionally, PT faculty are not required to attend departmental meetings and often are left "out-of-the-loop" about important curricular issues. Consistency of curricula would be enhanced with more FT positions. Indeed, the number of PT faculty makes comprehensive and meaningful assessment a logistical impossibility.

Most importantly, it is both a best practice and an ethical necessity to support student learning with faculty whose primary commitment is to Lane Community College.

Rationale: The department is a heavy service department for the college. Its courses fulfill many degree and certificate program requirements across the college, and support the college's general education core abilities in critical thinking, communication, and understanding self and community. English also participates in many college-wide coordination and governance activities: English faculty are coordinators of Learning Communities, Reading Together, and Service Learning, and are members of college-governance councils. While faculty from other departments have done exemplary work in these positions, given the department's history and talents, it is likely that the college will continue to benefit from the skills concentrated in the discipline area of English. These coordination activities are funded by reassignments, which further increase the ranks of part-time faculty. For the Writing and English programs to develop in the important areas of assessment, conversion to 4 credits and distance learning (just to name a few), it is crucial that the department have the necessary human resources to accomplish these goals.

Product and Intended Use: A larger cadre of faculty whose primary commitment is to Lane students and to Lane itself and who may be called upon as part of their core work at the college to support

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student learning through stable availability to students; long-range and everyday planning of the department's curriculum and direction; continued participation in college-wide coordination activities that draw on the specific skill set offered by English professionals; and through participation in the shared governance structure of the college;

Need: It is a commonplace of Lane conversations about workload and educational quality that the college relies on.

Campus location: Classroom space on fourth floor.

How many students (per year) will benefit? English faculty teach approximately 28,000 students per year; approximately 18,000 of them are taught by part-time faculty. While we are confident that these classes are taught by talented professionals, the larger educational goals of the college are best achieved by full time faculty. It is incalculable the larger long-range benefit to the college brought by a substantially full-time faculty.

RESOURCES NEEDED: 4 1.0FTE faculty positions = \$291,882

Funding source: Instruction

Can this project be partially funded? Yes.

Minimum:

ORG: 651111

PROG: 111000

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

The college transforms lives through learning. This vision goes beyond the idea of supporting learning that occurs during classtime only. Converting part-time sections to full-time contracts supports the essential work of the college that goes on outside of the classroom. The department will continue to offer courses that meet the college mission.

The college's strategic directions include transforming the learning environment, which includes supporting faculty whose primary professional commitment is to the college.

Initiative Title: 3-4 Credit Conversion Investigation & Establishment of an Advisory Committee
Division Priority 3

Initiative Description: an initiative to study the implications of a conversion of our classes from 3-4 credits

Why do it? Currently, the English Department has not converted any of its courses to 4 credits. Other departments at the college and schools around the state have already done so.

Product: English faculty need to explore the issue of the 3-4 credit conversion. Currently, we have one faculty member, Frances Gray, who has joined the 3-4-credit conversion committee. No decision has been made, since the implications of the conversion on the particular courses and schedules of the English Department were not part of the discussion. Much more detailed information is needed, as well as an adequate budget to support the complex work of modeling schedules and articulation. New members of the conversion committee include Pam Dane and Margaret Bayless. This committee has been charged with an analysis of the conversion and is exploring the impact of such a conversion on course offerings, scheduling, degree requirements for the AAOT and AS, and on curricula. Under this initiative the English department will establish an advisory committee—who will meet with our liaison to the conversion committee—to explore this issue in the upcoming year. These faculty would assemble a recommendation report for the rest of the department to examine before making any final decisions about a conversion.

Need: Other schools around the state as well as departments within LCC have already converted courses to 4, and sometimes 5 credits. In some cases, the conversion has yielded complications in terms of staffing, degree requirements and course offerings. It behooves the English dept. and the college to undertake a meaningful exploration of all issues related to such a conversion, so that any decision we undertake will be well thought out and well planned. The award of CD money would mark the administration's recognition that the exploration of a 3-4 credit conversion puts an enormous burden on the department and augments our workload beyond acceptable capacity. CD money would provide faculty with an incentive to explore and understand the implications of a credit conversion on curricula (what modifications need be made to courses? How would new, 4-credit courses align with our general education core requirements and articulate with 4-year schools around the state? How does the new Oregon Transfer Module effect the conversion?).

Feasibility: There are disparate sentiments about the credit conversion within our department; however, English faculty should be able to make an informed and nuanced decision about this matter after in-depth discussion and analysis. Recognizing the work and effort involved in a thorough investigation of a credit conversion, the college granted the speech department a course reassignment for Hyla Rosenberg to explore and plan for the implementation of a credit conversion. English, which employs 5 times the faculty of Speech and generates over double the credit hours merits some CD money in order to investigate fully the implications of a credit conversion.

Campus location: English department and faculty offices.

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How many students (per year) will benefit? All students registered for credit classes enroll in writing courses; a significant portion of the student population enrolls in literature or film offerings in order to fulfill the Arts & Letters core requirement. English teaches approximately 1200 credit hours a year.

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? All professional-technical and college-transfer students must take writing classes; many enroll in literature and film courses, as well. Such courses are foundational for academic development, develop critical thinking, reading and writing skills, and significant in lifelong personal enrichment. Any conversion from 3 to 4 credits should ensure that courses maintain their rigor and depth, and that the additional credit is a fundamental component of the curriculum. An advisory committee of English faculty will allow the department to make a well-informed decision.

How many students (per year) will benefit? All students registered for credit classes enroll in writing courses; a significant portion of the student population enrolls in literature or film offerings in order to fulfill the Arts & Letters core requirement. English teaches approximately 1200 credit hours a year.

How will students benefit? Students will be clear benefactors of a well-organized credit conversion plan in which the dept. attends thoughtfully to curricula and alignment with general education core requirements.

Resources needed: \$27,018

Funding sources: Curriculum Development

Can this project be partially funded? Maybe

ORG: 651111

PROG:111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? All professional-technical and college-transfer students must take writing classes; many enroll in literature and film courses, as well. Such courses are foundational for academic development, develop critical thinking, reading and writing skills, and significant in lifelong personal enrichment. Any conversion from 3 to 4 credits should ensure that courses maintain their rigor and depth, and that the additional credit is a fundamental component of the curriculum. An advisory committee of English faculty will allow the department to make a well-informed decision.

Initiative Title: Instructional Specialist for Writing Center

Division Priority 4

Initiative Description: A joint initiative with Tutoring Services: The Writing Center has staffing needs that would be best served by an instructional specialist. An instructional specialist would provide a consistent presence in the center year round and best meet the needs of students, staff and faculty.

Why do it? Currently, the English Department makes use of an employee who is paid hourly through the general fund to serve as the center coordinator (15 hours/week). During her 15 hours/week, this person must respond to individual student requests and concerns, network with other Writing Center coordinators statewide to remain up to date with current best practices, and recruit, train, schedule, supervise and support tutors. Her minimal schedule results in a fragmentation of service and a lack of continuity. In 02-03, the Writing Center provided approximately 2000 hours of tutoring, serving over 1000 students from multiple disciplines; clearly a timesheet worker paid as a kind of "super-tutor" is inadequate for these important responsibilities. Lanes' Writing Center needs an instructional specialist to perform these duties as well as any additional work needed for a consistently well-run center. Across campus, other departments, which serve fewer students, have contracted tutoring coordinators. For instance, math, music, science and foreign languages all have contracted coordinator positions. Across the state schools such as Chemeketa employ a FT coordinator for a center that serves roughly half (600) the number of students that our Writing Center does. Other Vanguard schools (Humber, Richland) similarly employ FT coordinators in their Writing Centers.

Product: The instructional specialist would perform essential work to facilitate the efficient running of the Writing Center: he/she would coordinate scheduling of tutors, work with faculty to train and communicate curricular needs to the tutors, keep an up-to-date catalog of courses being taught, help maintain the handout libraries, etc. This person would develop or acquire tutor-training materials with the state-wide composition outcomes in mind. He or she would attend English department meetings; would promote the Writing Center across campus; would create and revise student resources as needed; would coordinate the development and maintenance of the Writing Center homepage; would work closely with Tutoring Services and other campus coordinators to facilitate improved learning opportunities for students; and provide tutoring as needed.

Need: This is the third year of this joint initiative with Tutor Central. Problems continue to emerge due to the lack of a Writing Center Coordinator. Specifically, as a result of growing need and the absence of an actual contracted Writing Center coordinator, the Tutoring Services Coordinator and the front desk staff at Tutor Central inappropriately have assumed some of the duties that rightly belong to the coordinator. Additionally, coordination of the Writing Center with department instructors is minimal; subsequently, there has been minimal facilitation of writing in other disciplines:

a full time coordinator would be able to extend services to many students, in many subjects, who have not yet accessed the Writing tutors.

Finally, Lane's Writing Center should be an academically up-to-date, accessible and an adequately staffed resource for students. Currently, we have no Writing Center web presence at all, despite an explicit need for online information. The recent report by SAGA (the Success and Goal Attainment Committee) underscores the need for instructional support outside the traditional classroom environment (tutoring services, a web presence) to ensure student success.

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Feasibility: The College already supports other similar coordinator positions in math, science, foreign language and music. For the past two years, the English department has been collaborating with the Central Tutoring Coordinator in a discussion of the need to upgrade services by tailoring the Writing Center to meet fully the tutoring needs of all writers on Lane's campus.

Campus location: Tutor Central

How many students (per year) will benefit? Over 1000 students were served in 02-03, and the number of students seeking tutoring in the 03-04 year rose to about 1400 with over 2600 tutoring hours provided. In 2004-2005, numbers dipped slightly and just over 1,000 students were served for more than 2,000 hours. The slight dip may be due to the fact that there were fewer work study and learn-and-earn tutors available for writing. Better coordination of the center, however, will mean better recruitment of qualified volunteer tutors and more efficient use and scheduling of existing tutors, and, ultimately, better service for students.

How will students benefit? Students will be clear benefactors of a well-organized, accessible, and adequately staffed Writing Center. The Writing Center supports the college's emphasis on developing students' Core Abilities: communicate effectively; think critically and solve problems effectively; increase understanding of the relationship between self and community; explore academic discipline.

Resources needed: Instructional Specialists' salary @ .75 FTE + .25 FTE (faculty) for teaching 1 composition course a quarter = \$28,918

Funding sources: general fund

Can this project be partially funded?

Minimum: .75 FTE (instructional specialist) + .25 FTE (faculty)

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? All professional-technical and college-transfer students must take writing classes, and writing in all disciplines is both foundational for academic development and significant in lifelong personal enrichment. Indeed, writing instructors and tutors see every day that student lives are transformed through their writing experiences and their interaction with peer tutors. Additionally, the Writing Center fulfills many of the principles of a learning-centered college: it provides an environment where students recognize and take responsibility for their own learning, engaging them as active partners in the learning process. Students are encouraged and allowed to understand and explore their own, individual learning process and writing style. A viable and well-organized Writing Center will create improved opportunities for student learning, faculty, and tutors to do their best work developing the writing and critical thinking skills essential to student success and personal enrichment.

Note. The recognition of need for a FT Writing Center Coordinator is shared by ALS, which has put forward a slightly different initiative for an FTE Coordinator.

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Initiative Title: Tech Training for Online Literature Instructors

Division Priority 5

Description: CD money for technical training for new online instructors

Why do It? English department faculty are currently developing Lane's first online literature courses. While some of these faculty are already experienced in online course delivery, two of them are not. While the previous CD allotment has provided the opportunity to build curriculum and techniques, and to research web resources necessary for an effective literature course online, technical issues in developing and supporting the websites for these classes remain. Specifically, in order to make use of multimedia resources, as best practice in the field would dictate, these instructors need training and guidance in selecting, saving, and linking graphic, video, and audio components in their course websites.

Product: This initiative will complete the work in creating two online sections of English 105, Introduction to Literature: Drama. These sections would be able to make use of sophisticated and valuable technical resources to benefit student learning.

Need: Moving literature curriculum online, while still providing an excellent learning opportunity for students, is important to fulfilling Lane's goal of delivering a full AAOT degree online. Students are asking for online literature offerings, and these courses will satisfy that need. However, this initiative is necessary to be sure those online courses are the most effective and transformative experiences possible. This initiative will ensure that those courses are the best that Lane can offer.

Feasibility: This work is already well along and can easily be completed with the funding of this initiative.

Campus Location: LLC dept. and faculty office, main campus.

How many students will benefit? Approximately 70 students can enroll in two online drama courses. These students will directly benefit from this initiative. However, the skills and resources developed under this grant will continue to benefit Lane students year after year. The benefits from this sort of training will also spread out through the department, as these faculty share the skills they have developed. Long term, this additional training will be beneficial for faculty and staff, too.

Resources needed: 66 hours of CD time/money for two literature faculty to work with technology support personnel here at Lane. = \$2,447

Funding sources: general fund

Can this project be partially funded? No

Minimum:

ORG: 651111

PROG: 111000

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

Online literature courses help fulfill the stated goal of a completely online AAOT degree. By insisting on best practice, and completing the sometimes difficult work to live up to that standard, these online

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courses will contribute to the overall mission of Lane, providing transformative learning experiences to its students.

Initiative Title: Writing Assessment Project

Division Priority 6

Initiative Description: Continuation of an assessment project begun in 2001 intended to develop a meaningful ongoing assessment of the writing program, one which 1) understands the larger sense of literacy as both functional and transformative; 2) provides for systemic change across the campus; 3) not only measures learning but enriches the learning environment; 4) makes use of portfolios containing different kinds of writing samples for each student – writing samples to be drawn from both English classes and from classes in other disciplines; 5) employs systematic sampling techniques, while recognizing that assessment of portfolio samples does not (and cannot) lend itself to discrete, easy-to-tabulate measurement; and 6) is not only interdisciplinary but longitudinal.

Why do it? The assessment will evaluate the overall success of the writing program, and, in turn, encourage individual instructors to rethink practices and strategies they use in their classrooms. The project will also facilitate consistency within the program and across individual sections.

Product: Ongoing assessment of student writing and writing instruction. Compensation needed for three English faculty, 20 hours per person, in order to oversee the project, facilitate collection of samples, conduct training for readers, and work in collaboration with IRAP, the Writing Center, the Composition coordinator, and faculty initially within the English department and ultimately across campus. Compensation also needed for readers to be trained and to participate in the reading assessment.

History of this project & status to date: during the spring of 2001, six English faculty members met at the request of the Coordinator of Student Outcomes Assessment and Curriculum Development to design and implement a systematic assessment that would become a permanent operation of the department. The result was the “English Self-Study” – a pilot project funded for winter and spring terms 02-03 by the Strategic Learning Initiative. In the initial planning, the six-member committee (later known as the English Department Assessment Team) recognized the need to develop a program that would not only articulate with other departments on campus (i.e., Writing Across the Curriculum) but serve as a model for assessment projects elsewhere. With that vision in mind--i.e., one which was both comprehensive and meaningful in the larger sense of “literacy”--the team researched other college assessment programs and designed an assessment plan which included random sampling, gathering of student data, the collection of student writing portfolios (papers taken from both English classes and classes in other disciplines), the development of rubrics for evaluation of the writing samples, and the construction of a model for faculty training to carry out the evaluations. Three members of the committee collected and evaluated WR 121 and WR 122 papers in a training run the summer of 2002. Beginning fall 2002, however, no further funding was available to continue the project.

In 2004-2005, English department faculty undertook several steps to prepare for the assessment project, when funded. First, we formed a subcommittee that established a core set of shared outcomes to be included on all writing syllabi for all writing courses (WR 115, 121, 122, 123 and 227). Second, we held a holistic grading workshop based on the outcomes for WR 121 that was funded using a small amount of CD money. The workshop yielded valuable data about the use of rubrics in the assessment of the writing portfolio. Third, the English Department Assessment Committee (EDAC) continues to meet in order to develop and refine the rubric that we will employ in the assessment of student writing. PT faculty are being compensated for their involvement in this committee via CD money. Fourth, English

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department faculty are preparing for an indirect assessment measure: perception surveys of both students in and faculty teaching, WR 121. These perception surveys will be collected Winter 2006; IRAP will collate and share the data that they yield with the English department. Spring 2006 departmental meetings will focus on the data from these surveys.

Additionally, the Composition Coordinator met with Mary Brau and Sonya Christian several times to talk about the feasibility of this project. One compromise that emerged via these conversations was the scaling back of the original project to focus solely on WR 121 at present. We decided that the project would be launched in 3 stages. First, beginning winter of 2006, the English department, in conjunction with IRAP, would conduct student and writing faculty perception surveys for WR 121. IRAP will collate the data collected and share this information with English in Spring of 2006. If funded, the second stage will involve the collection of writing samples from 15% of the students enrolled in WR 121 Fall of 2006. IRAP will facilitate this collection, and English will train readers to use a rubric and evaluate the writing samples collected. The third stage of this project involves a longitudinal analysis of student writing. Students from the 15% sample will have additional writing samples collected from future courses in other disciplines. EDAC strongly feels that this assessment project must be fully integrated into the writing program: necessarily it must be on-going and supported by recurring funding.

Need: Writing and thinking critically are core abilities for Lane students. Ongoing assessment of the writing program is essential for student success, continued program improvement and course consistency.

Campus location: English department & IRAP

How many students (per year) will benefit? All professional-technical and college-transfer students take writing classes; all will benefit from a meaningful ongoing assessment of the writing program.

RESOURCES NEEDED: 300 hrs CD @\$26.44/hr + OPE = \$11,121

Funding source: general fund

Cost: approximately 300 CD hours per year, on-going cost

Can this project be partially funded? No

ORG: 651001

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? Writing classes support the college's emphasis on developing students' Core Abilities: communicate effectively; think critically and solve problems effectively; increase understanding of the relationship between self and community; explore academic disciplines. All professional-technical and college-transfer students must take writing classes in order to develop essential skills for academic success and lifelong personal development and enrichment.

Initiative Title: Development of 4 new sections of online courses

Division Priority 7

Description: Curriculum Development for 4 New Sections of Online Courses

Why do it? The English department faculty is committed to increasing online offerings of both composition and literature courses. This increase would boost the English department's FTE. While some faculty members are already trained in online course delivery, these instructors cannot meet the current growing need for more online offerings. Several other faculty members are eager to increase our department's online offerings and have had no training in online instruction. Allotting CD for all instructors who teach online courses for the first time will enable the department to offer more sections of online writing and literature courses. OWEAC is in the process of revising their distance education recommendations, but currently OWEAC recommends that colleges support more faculty involvement in design and review of distance learning through release time and/or additional compensation. According to OWEAC, "each distance student requires greater time commitment, given the more intense teaching environment of learning new technologies, planning, development, training, implementing, crisis management when technology fails, and the steady pace of communication needed to facilitate a successful virtual classroom." In addition, though we are not currently requesting this adjustment in our Unit Plan, OWEAC recommends that colleges provide a workload adjustment when a distance class size is set at the same size as a traditional class. Given these recommendations, the English department is requesting that faculty who engage in online instruction be compensated 100 hours for curriculum development of each online course.

Product: This initiative will further develop our offerings of online sections of WR 121, WR 122, and/or WR 123. It could also support the training for a new faculty member in the addition of an online literature course, if that need is presented.

Need: Offering more online courses provides an excellent learning opportunity for students and fulfills Lane's goal of delivering AAOT degree requirements online. Students consistently ask for more online writing and lit courses, and this initiative will satisfy that need.

Feasibility: Several faculty have already begun teaching online, so once funding is in place to make room for new faculty to teach online, this initiative can be easily completed.

Campus Location: LLC Department and faculty office, main campus.

How many students will benefit: Approximately 140 students can register for 4 sections of online literature courses, and approximately 100 students can register for 4 sections of online writing courses. The number of students who would benefit would vary depending on how many online writing courses and literature courses are supported in this initiative. The students who register for these online sections would directly benefit from this initiative. Skills and resources developed under this initiative would continue to benefit Lane students year after year. The new faculty trained in the delivery of online instruction will not need to be trained again for the courses they develop. The benefits from this kind of training will also spread throughout the department as they share the skills they have learned and inspire other faculty to learn to teach online.

Resources Needed: To offer 4 new sections of writing or literature courses online, 400 hours of curriculum development time for 4 faculty members. = \$14,828

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Funding Sources: General fund

ORG: 651111

PROG: 110000

Initiative Title: Add four sections of online writing courses to the current schedule. Include 115, 121, 122, 123, and 227 **Division Priority 8**

Several members of the English Department have discovered firsthand the benefits of online instruction in writing. This initiative increases the number of online courses in the curriculum and covers the full sequence of writing instruction at LCC.

Included in our plan would be principles for the frequent rotation of online courses, so that all interested instructors have the opportunity to teach online.

Rationale:

An online learning environment benefits Lane's nontraditional students--many of whom live far from campus or have work/family schedules that make opportunities for distance learning both ideal and necessary.

An online environment supports the revision and peer review process. Online writing environments facilitate easy student access to students' papers.

ALL of the teaching and learning in an online writing class occurs through writing and reading. Thus, students engage in the craft of writing, reading, responding, and revising just by virtue of participating.

Many students who are "quiet" or socially uneasy testify that they feel more comfortable sharing their writing with their classmates and responding to others' writing in an online course than in a traditional classroom setting.

Instructors in online courses are encouraged to write as often as their students. Response to students' postings and discussion is necessarily written, since all learning happens via the course website, through the discussion board and through emails.

Online instruction helps de-center the classroom, redistributing authority electronically to all participants. Instructors learn quickly that lively, thought-provoking written discussions in online courses often spin out of their own accord, fuelled by students' energy, developing computer literacy, and facility with the written word.

Online texts and other online print resources can easily be brought into an online writing course, which can minimize the number of textbooks students have to buy and save them money.

Feasibility: Several English faculty are already competent in online instructional environments.

Photocopying costs are virtually nonexistent for online courses, which translates to fewer crowds in the EFLS copy room and an improved department copy budget!

Campus location: Instructional Technology Center and faculty offices, with one meeting at an on-campus location for orientation.

How many students will benefit: Each section serves 24 students.

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How will students benefit: The AAOT online at Lane, while possible, is insufficient in its course offerings; each term the current online composition offerings fill.

Resources needed: Extra Section funding

ORG: 651111

PROG: 111000

Articulation of this initiative with Lane's vision:

Online writing sections transform students lives through learning by allowing them access to a community of writers and a caring instructor who helps them to communicate effectively, think critically, and understand self and others in a flexible timeframe and an environment of students' choosing.

Articulation of this initiative with Lane's mission:

Writing classes fulfill Lane's mission to provide degree requirements for writing. All degrees require at least Writing 115.

This online sequence most clearly promotes the Core Values:

- of learning in its learning-centered focus that decenters the classroom and promotes student responsibility for their learning
- of innovation in that this increase in section money is in direct response to environmental, technological and demographic changes in Lane's service area; it is also a response to internal and external challenges;
- and accessibility in that online courses help Lane strategically grow learning opportunities and minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning.

Initiative Title: Film Studies Program Webpage Development

Division Priority 9

Description: Summer CD money for the development of a Film Studies Webpage

Why do It? Currently, the English department does not have a film studies web-presence. A webpage devoted to the film studies program would be both a valuable tool for the recruitment of students interested in film courses and a source of information for students already enrolled in film courses (approximately 450 students a year in 14 different sections). Currently, 3 faculty members offer film courses; none has sufficient time for the development of a webpage.

Product: A Film Studies webpage would serve as a valuable tool for connecting the film program at LCC to other film programs nationally and internationally. It would provide information about the Film Studies Program and allow us to be a participant in conversations within our discipline, and include, at a minimum: 1) the **philosophy** of the film program—our program introduces students to the formalist film vocabulary and an analysis/exploration of the social and cultural aspects of film production and consumption—enrolling in an LCC film course is an opportunity to increase one's media literacy and explore the art form of the 20th Century; 2) **descriptions** of the 12 courses available which range from the introductory film courses, English 195, 196 & 197 to FA 264, a course on women directors; 3) detailed information about **course outcomes**, expectations and possible assignments; 4) **current syllabi** from courses; 5) **links** to other **campus resources** devoted to film such as courses in audio and video production offered through Media Arts and/or announcements about film-centered events such as the weekly screenings of film and video offered through the Multicultural Center; 6) a **schedule of campus events** devoted to film such as the recent David Lynch film festival at LCC and UO or the upcoming screening of Wal-Mart: The High Cost of Low Price and the talk by Robert Greenwald; 7) **faculty bios**; 8) **links to programs of study around the state** devoted to film as well as other film-centered websites such as AFI.

Need: The development of a suitably sophisticated film website requires times and technological savvy. At present, none of the film instructors has the requisite time and energy necessary to develop such a presence. Since many of the documents necessary for such a presence are not, at present, web-ready, the launching of a website represents a substantial time commitment: CD money would compensate an individual for the labor required to launch a website devoted to the program.

English does allot course reassignment time for the maintenance of the department's website, but Ken Zimmerman, the faculty member responsible for English, cannot create and maintain a website for the film program as well. Our students are increasingly techno-savvy and the development of a webpage would represent a good response to technological and demographic changes in our student body. It is ironic that we do not have an electronic presence for courses about visual culture

Feasibility: CD money is granted for curricular issues: the creation of a website for Film Studies is clearly such an issue: a site would serve as a resource for students interested and/or enrolled in film courses. The faculty member responsible for the creation of the Film Studies Web presence would work with LCC's web author resources on campus.

Campus Location: LLC dept. and faculty office, main campus.

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How many students will benefit? Approximately 450 students enroll in film courses a year; the website would be beneficial for faculty and staff, too.

Resources needed: Phase I: 30 hours of CD time/money to investigate appropriate web page design and consult with LCC's web authority, read about web-friendly prose, attend workshops at the ITC. = **\$1,112**

Phase II: 10 additional hours of CD time for the maintenance and revision of the site each academic year. = \$371

Funding sources: Curriculum Development

Can this project be partially funded?

Minimum:

ORG: 651111

PROG: 110000

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

A Film Studies Web-presence would fit with LCC's commitment to the "integration of technology into its services to students, staff, and community,"

Initiative Title: Writing 227 Online Initiative

Division Priority 10

Initiative: Develop the Technical Writing course as an online class.

Why do it? Writing 227: Technical Writing is an important course for students who are pursuing degrees and careers that involve writing in the workplace. It develops students' core abilities of critical thinking, communication, and understanding self and community, and the interdisciplinary nature of the courses contribute to their exploration of the disciplines.

The use of technology to assist in the teaching and learning process has been an important aspect of Lane's learning planning. The department has already learned that online writing classes are not only popular among students, but pedagogically sound. Online instruction inherently increases the amount of reading and writing that occurs in the classroom among all students. Students who may not feel free to extemporaneously comment in a live classroom can, in the more controlled environment of their homes at their computers, fully participate in the discussions that lead to enhanced understanding of course material. In addition, because of the degree to which the internet and online communication tools are used in the workplace, an online Technical Writing course would be particularly relevant.

Product: A Technical Writing course accessible to all of Lane's students, including those unable to attend Lane in person because of scheduling or geographical barriers.

Need: Currently it is the only AAOT writing course that helps students with technical and workplace writing, and is either required or recommended by a variety of LCC degrees and programs. It is also the only AAOT writing course that is not offered online.

Online writing classes always fill, and this would be a logical next step for the English department in order to reach out into the community, increase enrollment, and improve offerings for students.

Feasibility: Several Technical Writing faculty are already competent in teaching online writing, so could easily extend their teaching into online Technical Writing courses.

Campus location: Instructional Technology Center and faculty offices, with one meeting at an on-campus location for orientation.

How many students will benefit: Each year the department offers at least 12 sections of Writing 227, capped at 24 students each, and they always fill.

How will students benefit: The AAOT online at Lane, while possible, is insufficient in its course offerings and choices. To fulfill the AAOT requirements, students need to choose between Writing 123: Research Writing and Writing 227: Technical Writing. For many of these students Writing 227 is the more logical choice; some areas of study explicitly recommend this choice for their AAOT students. In addition, many other degrees and programs require students to take Writing 227 or choose between it and Writing 123.

Resources needed: 100 hours of Curriculum Development time would be necessary for reading in the field to analyze best practices in teaching Technical Writing online; exploring assignments that work well in an online environment; investigating strategies for helping students exchange carefully formatted

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and complex documents; developing online assignments; working with an online learning environment such as Moodle or WebCT; communicating with other community college instructors who have taught Technical Writing online; and training with Instructional Technology and Distance Learning. = \$3,707

Articulation of this initiative with Lane's vision:

Technical Writing is an important opportunity for students to synthesize their disciplinary interests and abilities and their writing skills in work that is immediately relevant to their lives. Through the work students do in these classes, they can explore the transformation that is taking place in their lives. The course offers students the chance to not only become more effective communicators, but to appreciate the complex and demanding contexts of writing for non-academic audiences, and to understand the importance of ethics, responsibility, compassion, and wisdom in their relationships with their communities.

Articulation of this initiative with Lane's mission:

As an AAOT option (students may select either Writing 123 or 227), the course fulfills the college mission by providing an important piece of the online AAOT degree. It is also integral to a number of transfer and degree programs. In addition, it paves the way for students to continue developing their skills and abilities as writers for all kinds of audiences, and suggests a variety of ways for students to contribute constructively to their workplace and other communities.

This online course most clearly promotes the Core Values:

- of *learning* in its learning-centered focus that decenters the classroom and promotes student responsibility for their learning;
- of *innovation* in that this will be the English department's first online Technical Writing offering; it is in direct response to environmental, technological, and demographic changes in Lane's service area; it is also a response to internal and external challenges;
- and *accessibility* in that online courses help Lane strategically grow learning opportunities and minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning.

Funding Source: CD Funds

ORG: 651111

PROG: 111000

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Initiative Title: New Wireless Laptop for Department Use

Division Priority 11

Description: Purchase a new laptop with wireless capabilities to replace 6 year old laptop currently in department.

Why do It? The value of having a laptop for faculty checkout has been well-proven by the previous model. That computer is now out of date, and must be replaced by a new machine. Only about half the faculty can take advantage of the S drive for posting and receiving shared information. It is unclear whether access for MAC users will be resolved in a timely manner. In the meantime, a shared laptop will allow access for those who need to post to the S drive and facilitate information sharing around instruction and related issues.

Resources needed: Approximately \$1500

Funding sources: general fund

Can this project be partially funded? No

Minimum:

ORG: 651111

PROG: 111000

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

Initiative Title: 4-credit, Service Learning Section of WR227: Technical Writing

Division Priority 12

Initiative Description: To offer a 4-credit version of Writing 227: Technical Writing with a Service Learning component. (This may not need to be an initiative at all, since the development has been funded so far by Service Learning.)

Why do it? This 4-credit version of the current Writing 227: Technical Report Writing course will offer Technical and Professional writing students an exciting opportunity to partner with a local organization to fill a technical writing need. In addition to providing an introduction to technical and professional communication, this class will offer a realistic introduction to working as a team to manage a project for an outside agency. It also promises to develop a sense of the ways in which technical writers respond and contribute to their communities, professional and otherwise, and the ways in which technical writers are called upon to act responsibly and compassionately as well as professionally.

Product: Since it is not possible for us to offer both 3-credit and 4-credit versions of a course, a way of delivering a 4-credit version of a course that is currently 3 credits needs to be established. The course itself is currently under development, and is tentatively scheduled for its first delivery in Spring 2006.

Need: In a Technical Writing course it is difficult to help students gain a sense of what it is like to create documents in response to a need held by an actual organization with its own set of ideas, values, and processes. It is also an ideal chance for students to make connections with their communities and to understand how their writing can contribute to and even help to shape those communities.

The fourth credit is critical. For students to adequately build relationships with sites and engage in the sincere collaboration that will make these projects effective, there must be more room in an already very full course.

Because it is not possible to have both 3-credit and 4-credit versions of a course, another mechanism for offering the Service Learning Technical Writing course needs to be identified. While the potential conversion of other English Department courses (as articulated in a separate initiative) may be a solution if and when that takes place, a more immediate (perhaps interim) solution will allow this course to be offered as soon as the development is complete.

Feasibility: Mary Brau has already indicated a willingness to work toward a solution and a commitment to finding a way to offer the course.

Campus location: English department.

How many students (per year) will benefit? The current plan is to offer the course once per year, with a maximum enrollment of 24. The frequency of offering may change according to student interest and course assessment.

How will students benefit? Students will benefit from the real-life experience that this course will offer, and from the recognition that the type of writing they do in the course truly affects the way people live their lives. They will also gain an enhanced awareness of ethics and social responsibility as they see the effects of their writing on the organizations and people they are writing for. And finally, they will

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benefit from the additional credit's worth of freedom to explore these matters with the depth of attention required.

Resources needed: No additional resources required.

Funding sources: No funding required.

Can this project be partially funded?

ORG: 651111

PROG: 111000

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

Students will be taking on topics and projects with immediate, "real world" applications. They will work with people outside of the LCC campus, thus encountering more diverse viewpoints and perspectives than they would otherwise. The success of this initiative would also mark an innovative new course opportunity for LCC students.

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Initiative Title: Planned non-instructional time at noon Fridays

Division Priority 13

Initiative Description: The department needs a time when all FTE faculty are free to meet in order to get communal work done and facilitate communication. This initiative will cost nothing and can be arranged by the office in consultation with facilities (as needed).

Funding Source: NA

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Initiative Title: Touring Program (Shakespeare-to-go)

Division Priority 14

Initiative Description: This initiative was collaboratively designed with the Theater Arts and resides in their Unit Plan. The purpose is to take theater performances (including Shakespeare) on the road and offer short performances, lectures and dramatic experiences at various colleges and community sites in the area.

Funding Source, PROG, ORG: See Theater Arts Department Unit Plan

Initiative Title: Curricular Workshops for Composition Faculty

Division Priority 15

Why do it? Composition studies has grown rapidly in the last decade, and some common practices within English and composition have been revised because of new research in the field. English faculty who do not have sufficient time to research the field adequately given the workload at LCC can benefit from a series of workshops given by experts outside of the LCC English department. We would like to begin Winter quarter with a workshop conducted by Laurie Jones Neighbors, who is a member of UO's Teaching Effectiveness Program and specializes in Composition Theory and Pedagogy. Jones Neighbors would lead a workshop focused on efficient and pedagogically sound methods of commenting on student papers.

Product: Several workshops conducted between Jan-Dec 2006, focusing on effective paper commenting, effective writing assignment design, rubric design and methods to discourage plagiarism. Jones Neighbors will lead several of these workshops, but the English department would also like to invite several other experts from UO and Corvallis.

Need: In addition to the FT faculty who will benefit from these convenient workshops, we have a number of PT faculty (who teach 60% of all composition courses offered at LCC) who, in order to support themselves must work at 2-3 schools may also have little time to research composition theory. They will benefit from having current composition theory delivered to them in an accessible workshop.

Feasibility: Requires only limited publicity, a meeting place and arrangement by the Composition Coordinator. FT and PT faculty alike will be invited to sign up for these workshops, although space will be limited due to the interactive nature of the events.

Campus Location: LLC department and meeting rooms

How many students will benefit? All students who take credit courses at LCC enroll in writing courses and all will benefit from a program that employs faculty who are up-to-date on current composition theory. English faculty teach approximately 28,000 students per year.

Resources needed: \$600 honoraria money for the presenters/workshop leaders.

Funding sources: Curriculum Development

Can this project be partially funded?

Minimum: \$600 (est.)

ORG: 651111

PROG: 111000

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? All professional-technical and college-transfer students must take writing classes, and writing in all disciplines is both foundational for academic development and significant in lifelong personal enrichment. Indeed, writing instructors recognize that student lives are transformed through their writing experiences. A series of curricular workshops will help ensure that our writing program is consistent and theoretically sound.

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Data Elements - Instruction

1) **Enrollment Data**

2) **Student Success Data**

3) **Budget**

English FTE faculty: 1,087.789 (salary) + 576,528 (OPE) = \$1,664,317

PT faculty: 342,617 (salary) + 135,676 (OPE) = \$478,293

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| VP/AVP/ED Responsible | Division/Unit | Division Priority | Date of Initiative | Expected completion date | Initiative Title | Resource Description | \$\$ | Recurring / Nonrecurring | Resource Type (mark with an "X") | | | | Funding Sources (mark with an "X") | | | | | | | | | | |
|-----------------------|---------------|-------------------|--------------------|--------------------------|---|--|--------------|--------------------------|----------------------------------|-----------|-------|-------|------------------------------------|--------------|--------------|---------------|----------|-----------|-------|--|---|--|---|
| | | | | | | | | | Payroll | Equipment | Space | Other | Existing | New Gen Fund | Carl Perkins | Stud Tech Fee | Curr Dev | Marketing | Other | | | | |
| PL | LLC/English | 1 | 11/15/2005 | ongoing | Continue Comp Coordinator reassignment | .25 FTE.3 terms | \$13,509.00 | R | X | | | | X | X | | | | | | | | | |
| PL | LLC/English | 2 | 11/15/2005 | ongoing | Consolidate PT positions to 4 new FTE positions | 4 FTE positions w/OPE | \$291,882.00 | R | X | | | | | X | | | | | | | | | |
| PL | LLC/English | 3 | 11/15/2006 | 11/1/2006 | 3-->4 Credit Conversion Investigation & Advisory Committee | .5 reassignment for 2 people for 1 term; .25 reassignment for 2 people next term | \$27,018.00 | N | X | | | | | | | | | | X | | | | |
| PL | LLC/English | 4 | 11/15/2005 | ongoing | Instructional Specialist & Composition instructor for WC | 1.0 FTE: .75 Instructional specialist; .25 composition teacher | \$28,918.00 | R | X | | | | | X | | | | | | | | | |
| PL | LLC/English | 5 | 11/15/2005 | 9/1/2006 | Tech Training for Online Literature Instructors | 66 hours CD | \$2,447.00 | N | X | | | | | | | | | | X | | | | |
| PL | LLC/English | 6 | 11/15/2005 | ongoing | Writing Assessment Project | 300 hours CD | \$11,121.00 | R | X | | | | | X | | | | | X | | | | |
| PL | LLC/English | 7 | 11/15/2005 | 12/1/2006 | Development of 4 new sections of online courses | 400 hours CD | \$14,828.00 | N | X | | | | | | | | | X | X | | | | |
| PL | LLC/English | 8 | 11/15/2005 | 12/1/2006 | Add 4 sections of online writing courses: 115, 121, 122, 123, 227 | Extra section \$: Part of division's enrollment management plan | NA | N | | | | | | | | | | | | | | | |
| PL | LLC/English | 9 | 11/15/2005 | 9/1/2006 | Film Studies Program Webpage Development | Phase 1: 30 hours CD; Phase 2 10 hours CD ongoing for maintenance | \$1,483.00 | N/R | X | | | | | | | | | | X | | | | |
| PL | LLC/English | 10 | 11/15/2005 | 9/1/2006 | Writing 227 Online | 100 hours CD | \$3,707.00 | N | X | | | | | | | | | | X | | | | |
| PL | LLC/English | 11 | 11/15/2005 | 6/1/2006 | New wireless laptop for departmental use | wireless laptop | \$1,500.00 | N | | X | | | | X | | | | | | | X | | |
| PL | LLC/English | 12 | 11/15/2005 | 6/1/2006 | 4-credit Service Learning Section of WR 227 | NA | NA | R | | | | | | | | | | | | | | | |
| PL | LLC/English | 13 | 11/5/2005 | 6/1/2006 | Planned non-instructional time for meeting noon Fridays | NA | NA | R | | | | | | | | | | | | | | | |
| PL | LLC/English | 14 | 11/15/2005 | NA | Touring Theater Program (Shakespeare-To-Go) with Theater Arts | na | NA | R | | | | | | | | | | | | | | | |
| PL | LLC/English | 15 | 11/15/2005 | 6/1/2006 | Curricular Workshops for Composition Faculty | Honoraria to pay guest workshop leaders | \$600.00 | N | X | | | | X | | | | | | | | | | X |