Program Analysis

Key Question: Please review the planning initiatives that were identified in the annual planning cycle.

Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

1. **What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?**

    The Social Science Division received funding for the following initiatives proposed in the division's 2004 annual unit plan.

    A.   Smart Classroom Technology Upgrades (5 Classrooms)
          Funding Amount: $77,500
          Funding Source: Student Fees

          Status: In process; awaiting installations in Building 19 classrooms.

    B.   Anthropology 3 to 4 credit conversion (3 courses)
          Funding Amount: $2,187
          Funding Source: Curriculum Development

          Status: Completed

    C.   Human Services Program Revision
          Funding Amount: $2,187
          Funding Source: Carl Perkins

          Status: In progress

    D.   Human Services –Videos
          Funding Amount: $1,151
          Funding Source: Carl Perkins

          Status: Completed

          The Social Science Division successfully implemented the following initiatives outside the division's 2004 unit plan.

    E.   Smart Classroom Technology Training and Preparation Lab
          Funding Amount:
          Funding Sources: Re-assigned department equipment and resources.

Description and Status: Re-equipped CEN 408, Human Services Interview Lab, to allow scheduled faculty access to training and preparation for smart classroom equipment, including remote ELMO projection of video, audio, computer, and hardcopy course materials. This initiative is completed.

F. Testing Center – Expanded Hours of Operation
Funding Amount: $10,000
Funding Source: Distance Learning Program

Funding Amount: $4,000
Funding Source: OISS

Description and Status: This initiative was proposed in the division's 2004 Unit Plan however, it was not funded. The proposed funding was for $17,205 for time sheet employees to staff the Testing Center. A one-time, one year package of funding was negotiated between the Social Science Division, the Distance Learning Program, and OISS to provide sufficient staffing for the 2005-06 academic year only. This initiative will be re-submitted in the division's current 2006 Unit Plan to fund a new fulltime staff position.

2. What are the areas that still need attention?

Fourteen initiatives that were not funded last year and are important to the maintenance and growth of the Social Science Division are included in the current Unit Plan for funding consideration. These initiatives include staff and faculty positions, technology, curriculum development, and classroom materials.

Staff and Faculty Positions:
    -Social Science Testing Lab, half time position
    -Women and Gender Studies Coordinator
    -Geography Position
    -History Position
    -Psychology Position
    -Applied Psychology Course

Technology:
    -Smart Classrooms

Curriculum Development:
    -Prevention Courses, Human Services
    -Diversity Sequence Psychology Courses

Materials/Other:
    -Anthropology Laboratory Materials
    -Geography Field Studies
    -Human Services Videos

-Psychology Lab
-Social Science Speakers Program

3. **Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.**

Six new initiatives have been added to the current Unit Plan to address emerging needs and demands within the Social Science Division. These initiatives include faculty positions and curriculum development.

Faculty Positions:
     -Philosophy Position, half time
     -Political Science Position

Curriculum Development
     -Ethnic Studies Courses: Race and Gender
     -Classes in Chemical Dependency
     -Feminist Philosophy
-Sociology: Race and Ethnicity, Global Social Movements

A total of twenty initiatives combine to represent the current and emerging needs of the Social Science Division. Eight are related to faculty and staffing, one highlights the need for smart classrooms, seven focus on curriculum development, and the remaining center on classroom materials, videos and a speakers program. While the specific needs and students benefits associated with each particular initiative are outlined in the following sections, the initiatives taken collectively serve to address the goals of the division and the college as a whole. These goals include:
- Assisting Lane students in successfully fulfilling their diversity requirement
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

Section I: Planning

1. **Initiative Title: Social Science Testing Lab half-time position**   **Division Priority ___1_____**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   This initiative will assist the Social Science Division in continuing to provide a secure space for testing for Social Science students, Telecourse and Teleweb students, and Distance Learning students. In addition it also provides additional avenues to assistance staff whose students might need special accommodations for testing.

3. **Describe the initiative**

   An ever increasing number of faculty are utilizing the testing lab for their students. Currently the lab is being used by nearly all the full-time faculty and nearly 60% of the part-time faculty in the Social Science Division. The increased use of the lab by Telecourse, Teleweb, On-Line and Interactive Courses and the Distance Learning classes have significantly impact the workload for the lab. Approximately 40% of the tests proctored currently are for those Distance Learning course, and as this program increases so will the student and staff demands upon the lab.

   The testing lab allows students to take on-line quizzes, mid-terms, final exams, as well as make-up examinations. Use of the lab is important because it gives faculty more time for instruction in the classroom. It provides students with opportunities to test at a time that is more convenient for them. In addition, many specials needs students are able to be accommodated in the lab with fewer distractions and extended test taking times not available in most classrooms.

   Due to the instability of Federal Work Study and Learn and Earn funding, student availability for coverage has become increasingly more difficult. This request is aimed at providing the testing lab with ample staff coverage, adequate test monitoring, and providing consistent hours of operation. In addition, this position would provide back-up and coverage in case of other staff absences due to illness or other coverage problems. Only one staff member is currently trained to operate the Test Pilot Program software so necessary to the operation of the lab.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Funding for a .50 FTE classified Instructor Support Specialist to help staff the Social Science Testing Lab on a more regular basis, in the amount of $12,406 salary plus $ 6,674 OPE for a total of $ 19,080.

5. **List the possible funding sources**
   The funding would come from the General Fund and/ or TACT Funds.

6. **Provide ORG & PROG codes**
   ORG 710001   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Smart Classrooms**   **Division Priority ___2_____**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   To provide social science students with a consistent and well equipped learning environment.

3. **Describe the initiative**

   We would like to furnish and equip four additional classrooms as "smart classrooms". Smart classrooms are required to facilitate a better learning environment for students. Access to the Internet, up-to-date graphics and cutting edge CD-ROMs and the ability to use PowerPoint are excellent tools for classroom teaching. Unfortunately, only a percentage of social science students have the opportunity to experience this type of learning environment. Faculty typically teach a class or two in a smart classroom and teach the remainder of their classes in low-tech classrooms. Consequently, these students do not receive the same quality of experience. This also results in two types of preparation for faculty. This initiative will provide for a learning environment that motivates and inspires all students. Specifically, this initiative will improve the general education of students by:

   - Encouraging the exploration of social science disciplines
   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

   The Social Science Department serves approximately 600 students each term in smart classrooms. The addition of four new smart classrooms would more than double the number of social science students who are exposed to technology based teaching methods each year. Smart classroom technology would be installed in four classrooms yet to be selected. It is an efficient and effective use of college resources. Resources for the classroom would be readily available. Equipment wouldn't need to be moved, saving wear and tear on equipment and staff time.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Smart classrooms require an ELMO, a DVD/VCR player, an LCD projector, a computer, an AV cabinet, a screen and a sound system. Funding would also include installation cost for four classrooms which would be approximately $80,000.

5. **List the possible funding sources**

    TACT, the General Fund and Carl Perkins. The social science department includes three professional technical programs. Smart classroom would benefit these program students in much the same way other social science students would be served. Additionally, many professional technical classes are "methods" classes in which students observe, practice, record and then presents their skills to the class and faculty. Smart classroom will assist greatly in this process. In the past, Carl Perkins funds have been used to purchase videos, an interactive CD-ROM and equipment for a video recording room. If this project could not be fully funded, the project could proceed incrementally by equipping one classroom at a time at one-fourth the cost.

6. **Provide ORG & PROG codes**
    ORG 710001   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

1. Initiative Title: History Position   **Division Priority ___3_____**

This initiative is intended to increase students' understanding of the world through the study of history and to assist students in transferring to four year institution.

2. How is this initiative linked to Program Outcomes:

Having a better staffed history program supports the department's goals of:
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Increase understanding of the relationships between self and community

3. Describe the initiative

History classes are fully enrolled with students frequently on a waiting list. It is becoming more difficult to find part time instructors to meet student demand. Unfortunately, classes need to be cut if a part-time instructor cannot be identified. Four hundred and fifty Students would benefit annually from this initiative. This initiative addresses department goals of:
- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

Section II: Linking Planning to Budgeting - If you need Resources:

1. Describe the resources needed

   i. Funding for a full-time faculty position 1.0 FTE salary $47,445 plus $25,525 OPE for a total of $72,970.

2. List the possible funding sources

   i. The General Fund

3. Provide ORG & PROG codes

   i. ORG 710700   PROG 111000

4. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Section I: Planning

1. **Initiative Title: Psychology Position**   **Division Priority ___4_____**

   This initiative is intended to increase students' knowledge and understanding of human behavior and assist students in transferring to four year institutions.

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   Having a better staffed psychology program supports the department's goals of:

   - Assisting students in transferring to other college and universities
   - Helping students communicate effectively, think critically and solve problems creatively
   - Increase understanding of the relationships between self and community

3. **Describe the initiative**

   In the 2003-04 school year, the psychology discipline taught enough classes to have (on average) a faculty FTE of 5.13 even though we have only 4 full time instructors in the discipline. During 2004-05, that FTE increased to 5.53. And during this term alone we have already added 4 new sections of psychology classes (3 of PSY235 and 1 PSY 201) to the winter schedule because of student demand. Even without the resources of a 5th full time psychology instructor, we have continued to meet (and, in fact, greatly expand) our offerings to students.

   Due to the high demand for psychology classes which has always been present, but continues to increase, we desperately need to open the psychology position that was left vacant went Scott Lindsey unexpectedly retired about 7 years ago. At that time, Lane was facing budget cuts and the department offered to hold off hiring for Scott's position rather than laying someone else off.

   We are in dire need of another full time psychology position. Psychology classes are fully enrolled with students frequently on waiting lists. It is becoming more difficult to find part time instructors to meet student demand. Four hundred and fifty

   Students would benefit annually from this initiative. This initiative addresses department goals of:

   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

   This initiative is consistent with the vision and mission of the college:

   - Transforming Student Lives through:

       - Student Transition: assisting students in transitioning to four-year institutions
       - Student Goal Attainment: helping students achieve their goals

- Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments

- Transforming the Learning environment by:

  - Expanding diversity in the curriculum
  - Responding to a diverse student population
  - Creating a diverse and inclusive learning college.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Funding for a full-time position $47,445 plus $25,525 OPE for a total of $72,970.

5. **List the possible funding sources**

   General Fund

6. **Provide ORG & PROG codes**
   ORG 710900   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: New Contracted Faculty Position for Political Science**

   Division Priority ___5_____

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   While this was our third priority in Political Science two years ago Unit Plan, we believe that it has ascended to our first priority.

3. **Describe the initiative**

   - For at least the last two decades we have had no more than 1 ½ contracted faculty in this discipline. Stan Taylor remains the only full-time faculty member in the discipline, Steve Candee remains approximately half-time in political science and half-time in Cooperative Education. Prior to Stan's contracted position, George Alvergue was half-time in political science and half-time in history; Joe Kremers was half-time in political science; and, Candee has never been more than half-time in political science, even as lead instructor for the discipline.

   - We currently have four part-time political science instructors, the most part-timers we have had in the last twenty years. Each of them is more than "holding his own" in terms of class size and retention as indicated in the data for the past year in terms of FTE (and better than some other disciplines.)

   - Over the past few years, a number of new, innovative and exciting political science courses have been developed and introduced into the discipline including PS 104 & PS 105, Problems in US Politics Through Film I & II; PS 275, Legal Processes Through Civil Rights and Civil Liberties; and PS 297, Environmental Politics (which is now part of the exciting Learning Community, " Reconnecting with Nature: Science, Spirituality and Political Activism.") Proposals for other new courses have also been discussed, including a joint venture with the Philosophy discipline (possibly a new learning community) in Political Philosophy, a possible on-line American Government sequence, and a course on Middle Eastern politics (which could also introduce a course for inclusion into the diversity requirement.)

   - LCC is a "feeder" school for both Oregon State University and the University of Oregon. As such, we should be able to expand our discipline and course offerings to better coincide with the size and scope of the departments in those institutions. Political Science remains one of the largest departments among the social sciences in those schools and we believe that we could better recruit and prepare students in this field if we were allowed to expand our offerings.

   - While we are a strong discipline in terms of teaching experience and expertise, scholastic achievement, and student response as reflected in course evaluations, we are also (unfortunately) an "aging" cadre of academics, two of whom (adjuncts) all already semi-retired and one (contracted) who may be looking at retirement in the next few years. The discipline could very well benefit from the infusion of some "new (contracted) blood" to sustain it into the future.

- There will also be the "ripple effect" of an expansion of the political science discipline into other areas of the college, most notably for Cooperative Education: Political Science and Pre Law, from which the Social Science Department clearly benefits in terms of FTE generation.

- For all of these reasons, we feel that it is time for this department to acknowledge the need for an expansion of the political science discipline and the necessity for an additional contracted faculty member to help facilitate it.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Funding for a full-time 1.0 FTE position $47,445 salary plus $25,525 OPE for a total of $72,970.

5. **List the possible funding sources**

   General Fund

6. **Provide ORG & PROG codes**
   ORG 710800   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Half-time Philosophy Position** **Division Priority ___6_____**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

    In the last year we added two new part-time faculty members and are looking to add a third, in part due to growth in our programs, and in part due to the one remaining contracted instructor's taking a half-time webmaster position. The webmaster position is a 1-3 year renewable position. Now would be an ideal time to fill the position vacated by Maurice Hamington, so that we don't replace our long-time loyal part-time faculty and may be able to give one of them a permanent position.

3. **Describe the initiative**

    - How does the initiative align with the strategic directions of the college?
      Adding more permanent faculty rather than relying on part-time faculty whose turnover create administrative costs and who are not integrated into the college community.
      Creating sustainable programs which can grow to meet student needs.

    - What will the product, innovation, or change of this initiative be? Please be as specific as possible.
      A permanent half-time position in Philosophy.

    - What is the need or intended use? How was that need assessed? What is your evidence of the need?
      The college is obligated to replace a position which was vacated over a year ago. Moreover, scheduling and finding qualified faculty to fill vacant sections is becoming an increasing problem.

    - Given college resources, is it feasible? Is it an efficient use of college resources?
      Yes, the increased OPE costs will be balanced by the integration of the new member into the college community and work on various campus committees and initiatives, as well as sharing in program direction responsibilities.

    - What would be the campus location of this request/project?
      LCC Main Campus

    - How many students (per year) will benefit?
      160-170 students/year

    - How will students benefit?
      Greater access to their instructor
      More coordination of extra-curricular activities, program innovations, speakers, etc. and increased program offerings due to growing of the program possible because of reduced turnover

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

    Funding for a .50 FTE position $23,723 salary plus $12,763 OPE for a totals of $36,486.

5. **List the possible funding sources**

    General Fund

6. **Provide ORG & PROG codes**
    ORG 710700   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Anthropology Laboratory Materials**   **Division Priority ____7_____**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

    This initiative is linked to the program outcomes in the following ways:
      ▪ Assisting Lane students in successfully fulfilling their diversity requirement
      ▪ Assisting students in transferring to other college and universities
      ▪ Helping students communicate effectively, think critically and solve problems creatively

3. **Describe the initiative**

    What will the product, innovation, or change of this initiative be? Please be as specific as possible

    The search for funds for laboratory/classroom materials for anthropology classes is driven primarily by recent changes in anthropology curriculum at major universities in the state of Oregon. In keeping with the learning goals in the College Core Values and Mission Statement, it is important to provide courses in anthropology that facilitate a seamless transfer for students moving to the university level. Currently, the major universities in the state offer introductory courses in Physical Anthropology, Archaeology, and Cultural Anthropology at 4 credits each. These lecture courses are typically taught in conjunction with a laboratory or discussion component. In addition, the University of Oregon now offers a 200-level series of courses that anthropology majors are required to take. Anthropology students who transfer from LCC to the UO can no longer be admitted to the program at a junior status unless they have taken these courses at Lane.   The conversion of LCC's three introductory courses in anthropology (ANTH 101, 102, and 103) from 3 credits to 4 credits will be implemented next year and three new courses in anthropology (ANTH 250: Archaeological Method and Theory, ANTH 260: Contemporary Issues in Cultural Anthropology, and ANTH 270: Introduction to Human Evolution) will be offered starting winter term 2006. Implementation of these courses will require classroom/laboratory materials to enhance the learning and participation of students. Casts of modern human, great ape, and hominid skulls and bones are essential for the physical anthropology classes. These materials will also be used in the introductory archaeology class. Compasses, tape measures, and calipers are tools that will assist students in learning archaeological field and laboratory methods. Classic ethnographic film now sold on VHS and DVD will be used in cultural anthropology classes to foster a deeper understanding of the plurality of cultures in the world, as well as an analysis of methodological approaches employed in anthropological research.

    How does this initiative align with the strategic directions of the college?

      ▪ Promoting a better understanding of self, society and the environment and preparing students for life in a global community
      ▪ Cultivating habit of mind and heart essential to lifelong learning
      ▪ Improving communication, critical thinking and problem solving abilities
      ▪ Increasing cultural competence

    What is the need or intended use? How was that need assessed? What is your evidence of the need?
          Materials will be used in at least six different anthropology classes taught at Lane.

- ▪ How many students (per year) will benefit?
  30-35 students per class will benefit

- ▪ How will students benefit?
  Laboratory materials will provide students with the opportunity to enhance their learning through hands-on activities including working with hominid skulls and bones, processing and analyzing artifacts, and learning in more detail about cultures of the world, past and present.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Funding for the purchase of laboratory materials in the amount of $8,500.

5. **List the possible funding sources**

   The General Fund

6. **Provide ORG & PROG codes**
   ORG 710100   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Geography position**　　　　　　**Division Priority ___8____**

   This initiative is intended to increase students' knowledge and understanding of the world and prepare students to be global citizens.

2. **How is this initiative linked to Program Outcomes:**

   Having a fully staffed Geography program supports the department's goals of:

   - Assisting Lane students in successfully fulfilling their diversity requirement
   - Assisting students in transferring to other college and universities
   - Helping students communicate effectively, think critically and solve problems creatively
   - Increase understanding of the relationships between self and community

3. **Describe the initiative**

   From 1983 through 2003, Geography's FTE was 1.5. Due to a retirement, current FTE in Geography is 1.0. This request is to replace the .5 FTE lost 2003 and adds another .5 FTE in order to meet students' needs and establish a stable staffing pattern in the discipline. Geography classes are fully enrolled with students on a waiting list. An additional 450-500 students would be served annually. More than ever, today's students need to understand the global context of our lives. A comprehensive geography program directly addresses Lane's core abilities and outcomes:

   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

Section II: Linking Planning to Budgeting – If you need Resources:

4. **Describe the Resources needed:**
   Funding for a full-time faculty position 1.0 FTE salary $47,445 plus $25,525 OPE for a total of $72,970.

5. **List the possible funding sources:**
   The General Fund

6. **Program ORG and PROG Codes:**
   ORG 710500   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Speakers Program**   **Division Priority ___9___**

   This initiative is to increase Lane's visibility in the community and students' and the community members' knowledge and appreciation of issues addressed by Social Science disciplines

2. **How is the initiative linked to your Program Outcomes Analysis for last year?**

   By offering students and the community different types of opportunities to learn about various aspects of the social sciences, this initiative reflects the department's goals of helping students and community members communicate effectively, think critically and solve problems creatively.

3. **Describe the initiative:**

   This initiative is aimed at increasing Lane's visibility in the community and bringing community and national experts onto the campus. Speakers and symposia will be scheduled to take advantage of local experts and better connect Lane with the local community. Some events might be directed to students on campus while others would be advertised in the community-at-large. Many of the events would be of an interdisciplinary nature. This initiative addresses the following goals:

   - Explore academic disciplines
   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed:**

   Funding is needed to pay speaker honorariums and for materials and supplies to promote the events and to pay for rental space when necessary (e.g. in Center for Meeting and Learning.) for the amount of $2,500.

5. **List the possible funding sources:**

   The General Fund

6. **Provide ORG & PROG codes:**
   ORG 710900 PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Classes in Chemical Dependency   Division Priority ___10_____**

    This initiative is intended to provide students with the opportunity to pursue careers in chemical dependency counseling.

2. **How is the initiative linked to your Program Outcomes:**

    Courses and curriculum in Human Services enhances the Department's goals of:

    ▪ Preparing student for careers in the human services and ensuring that students' education meets local, state, and national standards
    ▪ Assisting students in transferring to other college and universities
    ▪ Helping students communicate effectively, think critically and solve problems creatively

3. **Describe the Initiative:**

    This initiative is requesting funding for two classes (HIV/AIDs and other Infectious Diseases and Case Management: Record keeping) to be taught by a part time instructor on a bi-annual basis. Funding of these classes would allow, along with other coursework currently available in Human Services, students to complete the coursework required to be eligible to sit for the state certification test for chemical dependency counselors. 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. Each class would serve 30-35 students. This initiative will address the following core abilities and outcomes:

    ▪ Promoting a better understanding of self, society and the environment and preparing students for life in a global community
    ▪ Cultivating habit of mind and heart essential to lifelong learning
    ▪ Improving communication, critical thinking and problem solving abilities
    ▪ Increasing cultural competence

Section II: Linking Planning to Budgeting – If you need Resources:

4. **Describe the Resources needed:**

    Funding for a part-time faculty position for two classes every other year.

5. **Funding Sources:**

    Budget for .40 FTE for a part-time instructor $4,547 salary plus $1,828 OPE for a total of $6,375 per year.

6. **Program ORG and Program Codes:**
    ORG 711300   PROG 112000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

    Advisory board members have indicated that there still is a need for certified drug counselors in our community and they would like to see Lane offer at least the core educational requirements necessary for students to sit for state certification exam.

Section I: Planning

1. **Initiative Title: Sociology New Course Curriculum Development   Division Priority ___11___**

2. **How is the program linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

    The new course development proposals (below) reflect the academic specialties of a new contracted faculty member and therefore were not included in previous unit plans. The proposed course on race and ethnicity will fill a long standing hole in the program. Previously, new courses on gender and social class were created; this course will ensure that the three dominant forms of social inequality – class, race and ethnicity, and gender – will be available to students. The proposed course on global social movements will help internationalize the program's curriculum, and increase the focus on human agency.

3. **Describe the Initiative**

    The proposed initiatives seek to establish two new course offerings in sociology. The courses are as follows:

    ▪ **Race and Ethnicity**
       This course explores a comparative history of racial dynamics with particular comparative sociological approach will be used in order to explore the process of racial formation. Throughout the course we will recuperate the histories of racialized groups and expose sites of oppression, struggle, and resistance.

    ▪ **Global Social Movements**
       The twenty-first century has been marked with unprecedented social movement activity. Seattle, Chiapas Genoa, South Africa, Argentina, and New Deli, have become symbolic sites where social actors are forging global alliances to redefine, redirect, and resist the effects of globalization. This course examines the dynamic social, political, economic, and cultural, aspects of globalization though contemporary social movements that have developed in response to globalization. A comparative sociological approach will be used in order to explore globalization, international trade, labor, human and collective rights, and transnational resistance movements.

Section II: Linking Planning to Budgeting-If you need Resources:

4. **Describe the resources needed:**

    Curriculum development funding for 120 hours for $3,173 salary plus $1,275 OPE for a total of $4,448 to develop two new courses.

5. **Funding Sources:**
       Curriculum Development Fund

6. **Provide ORG and Prig Codes**
   ORG 711000   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working effectively with your advisory committee?**

Section I: Planning

1. **Initiative Title: Prevention Course**   **Division Priority ___12___**

    Implementation of this initiative would promote students' understanding of social problems and knowledge of strategies communities can employ to prevent and reduce social problems.

2. **How is the initiative linked to your Program Outcomes:**

    Courses and curriculum in Human Services enhances the Department's goals of:

    ▪   Preparing student for careers in the human services and ensuring that students' education meets local, state, and national standards
    ▪   Assisting students in transferring to other college and universities
    ▪   Helping students communicate effectively, think critically and solve problems creatively

3. **Describe the Initiative:**

    This initiative is requesting funding for an ongoing 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 all of the emphasis areas. 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 and this class would meet one of the state requirements for certification. Prevention workers are employed in a variety of human service organization however, very little education or training is available within Oregon. This initiative will address the following core abilities and outcomes:

    ▪   Promoting a better understanding of self, society and the environment and preparing students for life in a global community
    ▪   Cultivating habit of mind and heart essential to lifelong learning
    ▪   Improving communication, critical thinking and problem solving abilities
    ▪   Increasing cultural competence

Section II: Linking Planning to Budgeting – If you need Resources:

4. **Describe the Resources needed:**

    Budget for a part-time instructor .20 FTE $2,273 salary plus $914 OPE for a total of $3,187 per year.

5. **Funding Sources:**

    The General Fund as well as curriculum development money as this class has not been taught before. The course itself would require a .20 position allotment to include the OPE and the funds for curriculum development.

6. **Program ORG and Program Codes:**
    ORG 711300   PROG 112000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

The area of prevention typically is short-changed in human services as agencies get so focused on dealing with crises of some sort. The advisory committee recognizes the importance of education students around prevention goals and research and would like to see this class be a standard offering in our program.

Section I: Planning

1. **Initiative Title: Race and Gender Courses**   **Division Priority** _____**13**_____

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

3. **Describe the initiative**

   ▪ How does this initiative align with the strategic directions of the college?

     Why do it? Lane Community College does not have an established strategic direction for Women and Gender Studies. As such, Lane is remiss as a comprehensive college because of the lack of Women and Gender Studies-related curriculum. Ethnic Studies courses with an emphasis in gender issues would assist the college in increasing course capacity. Furthermore, courses with a focus on Women and/or Gender issues, will not necessarily integrate race and ethnicity, courses in Ethnic Studies would.

   ▪ What will be the product, innovation, or change of this initiative? Please be as specific as possible.

     This initiative seeks to develop two Ethnic Studies courses that would intersect race and gender. These courses will be aligned with course offerings at universities where Lane students typically transition to in order for these courses to fulfill multiple requirements at Lane and other institutions. Finally, all courses offered in Ethnic Studies support the vision, mission, values, strategic and diversity plans of the college.

   ▪ What is the need or intended use? How was that need assessed?

     Ethnic Studies continually achieves or surpasses enrollment goals for a discipline of its size. Using the traditional argument used in Social Science Division, the "need" for any new courses and/or instructors is measured in student enrollment figures.

   ▪ Given college resources, is it feasible? Is it an efficient use of college resources?

     Yes, the college resources needed are curriculum development funds for two courses. The faculty member who would teach the courses already works in Ethnic Studies and would teach the new courses in place of courses they are currently teaching.

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

     Social Science Division – Lane Community College main campus.

   ▪ How many students (per year) will benefit?

     Too numerous to quantify if one takes into consideration the impact that these courses would have on course development and infusion, and faculty collaboration efforts. Averaging between

20-30 students per course, the number of students who would benefit would be influenced by number of courses developed and number of times offered.

- How will students benefit?

  Students who enroll in Ethnic Studies courses with an emphasis on gender will benefit in the following ways: (1) Increased courses offerings with a focus on gender; (2) Transferability of these courses to regional universities; (3) Honing of critical thinking skills.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Curriculum Development for 120 hours $3,173 salary plus $1,275 OPE for a total of $4,448

5. **List the possible funding sources**
   Curriculum development funds already mentioned above.

6. **Provide ORG & PROG codes**
   ORG 710300 PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Geography Field Studies**   **Division Priority ____14_____**

   This initiative is intended to increase students' knowledge of the world and help them understand how information from the field is collected, organized and validated.

2. **How is the initiative linked to your Program Outcomes:**
   Offering a field methods class in geography relates to the department's goals of:
   - Assisting students in transferring to other college and universities
   - Helping students communicate effectively, think critically and solve problems creatively
   - Increase understanding of the relationships between self and community

3. **Describe the Initiative:**

   We are requesting support for a summer field course in geography. Geography does not currently offer any field classes to students yet field methods are an important, basic component in the discipline. Thirty students would be given the opportunity to collect, organize and interpret data in the field. These experiences specifically address the general education of students by:

   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

Section II: Linking Planning to Budgeting – If you need Resources:

4. **Describe the Resources needed:**
   Curriculum development money for 60 hours $1,586 salary plus $854 OPE for a total of $2,440, to develop this class as it has never been offered before.

5. **Funding Sources:** The General Fund

6. **Program ORG and Program Codes:**
   ORG 710500   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Videos for Human Services**   **Division Priority ___15_____**

   Implementation of this initiative would improve students' learning by providing video materials for use in human service courses.

2. **How is the initiative linked to your Program Outcomes:**

   Courses and curriculum in Human Services enhances the Department's goals of:

   - Preparing student for careers in the human services and ensuring that students' education meets local, state, and national standards
   - Assisting students in transferring to other college and universities
   - Helping students communicate effectively, think critically and solve problems creatively.

3. **Describe the Initiative:**

   This initiative is requesting funding for videos to supplement classroom teaching. These videos provide students with state of the art examples ways of addressing human problems. Approximately 900 students per year will benefit from this initiative. This initiative will address the following core abilities and outcomes:

   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

Section II: Linking Planning to Budgeting – If you need Resources:

4. **Describe the Resources needed:**

   Funding for the purchase of the following videos: The approximate cost of the nine (9) videos would be $2,695.00 that would be gained from Carl Perkins money/ and or the general fund resources.

5. **Funding Sources:**

   Carl Perkins. In the past, Carl Perkins funds have been used to purchase videos, an interactive CD-ROM and equipment for a video recording room. If this project could not be fully funded, the project could proceed incrementally by fewer videos.

6. **Program ORG and Program Codes:**

   ORG 711300   PROG 112000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

This year we are expanding the Advisory Committee and are working with them to redesign our curriculum to reflect legislative mandates regarding service delivery in our state. These resources will compliment our classroom activities.

Section I: Planning

1. **Initiative Title: Applied Psychology Course**   **Division Priority   16**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   Courses and curriculum in psychology help the department reach its goals of:
   - Assisting students in transferring to other college and universities
   - Helping students communicate effectively, think critically and solve problems creatively
   - Increase understanding of the relationships between self and community

3. **Describe the initiative**

   This initiative is requesting funding for an ongoing class in Applied Psychology. This class had regularly been offered in the past but due to cutbacks it was eliminated from the schedule. It is time to bring this class back. The class will focus on applying psychological concepts to improving performance in work and everyday life situations. Students and faculty are interested in this topic that has both practical implications for their lives and offers opportunities for further education and career opportunities.

   This initiative aligns with the vision and mission of the college by:
   - Transforming Student Lives through:
     - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
     - Cultivating habit of mind and heart essential to lifelong learning
     - Improving communication, critical thinking and problem solving abilities
     - Increasing cultural competence

   Transforming the Learning environment by:
   - Responding to a diverse student population and workforce
   - Creating a diverse and inclusive learning college.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Budget for a part-time instructor .20 FTE $2,273 salary plus $914 OPE for a total of $3,187 per year.

5. **List the possible funding sources**

   The General Fund

6. **Provide ORG & PROG codes**
   ORG 710900   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Women and Gender Studies Coordinator**   **Division Priority   17   **

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

3. **Describe the initiative**

   - How does this initiative align with the strategic directions of the college?

     Why do it? Lane offers a few "Women's Studies" courses, but these are dispersed among various campus departments. There have been some institutional and individual efforts to integrate Women's Studies scholarship into the curriculum, and the college has a diversity graduation requirement for the AAOT that allows students to focus on Women and Gender-related curricula. However, these disjointed efforts show that LCC needs develop a strategic focus in order to institutionalize and legitimize Women's and Gender Studies as a visible and permanent component of the college's comprehensive instructional focus.

   - What will the product, innovation, or change of this initiative be? Please be as specific as possible.

     A Coordinator of Women and Gender Studies would serve three functions simultaneously:

     (1) Collaboration between disciplines and divisions – 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) Course development – in order to determine what Women and Gender Studies courses would be created, the needs of the college, community, student learners, and faculty would be evaluated, adjustments made, initiatives created, alignment developed and maintained; and,

     (3) College-wide collaboration – 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.

   - What is the need or intended use? How was that need assessed? What is your evidence of the need?

     The need or intended use is described in other sections of this proposal.

   - Given college resources, is it feasible? Is it an efficient use of college resources?

     Yes, if using the results/impact of the Coordinator of Ethnic Studies position as a comparable model.

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

Social Science Division – Lane Community College main campus.

- How many students (per year) will benefit?

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

- How will students benefit?

    Lane students transferring to other Oregon universities would have the benefit of existing infrastructure statewide: All Oregon universities provide undergraduate (and some graduate) degrees and certificates in Women's Studies. To serve students well, Lane needs to offer a coordinated comprehensive program in Women and Gender Studies courses that articulate with Oregon's universities. This cannot be done without a designated contracted faculty coordinator position. Students will also benefit from the academic rigor provided by Women and Gender Studies, as well as the increased development of critical thinking skills.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
    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 (2004 figures).

5. **Funding Sources:**
    General Fund

6. **Provide ORG and PROG Codes**
    ORG 710300   ORG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Diversity Sequence**   **Division Priority ___18_____**

   This initiative is intended to increase students' knowledge and understanding of human behavior and assist students in transferring to four year institutions.

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   A diversity class in the psychology program supports the department's goals of:

   - Assisting students in fulfilling their diversity requirement
   - Assisting students in transferring to other college and universities
   - Helping students communicate effectively, think critically and solve problems creatively
   - Increase understanding of the relationships between self and community
   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

3. **Describe the initiative**

   While a number of psychology courses touch on issues such as gender, sexual orientation, religion, and prejudice, there is not an individual course that focuses on any diversity topic.

   - How does this initiative align with the strategic directions of the college?

     Transforming Student Lives through:

     - Student Transition: assisting students in transitioning to four-year institutions
     - Student Goal Attainment: helping students achieve their goals
     - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments

     Transforming the Learning environment by:

     - Expanding diversity in the curriculum
     - Responding to a diverse student population

   - What will the product, innovation, or change of this initiative be? Please be as specific as possible.

     The addition of one new course per term on the psychology of a diversity topic.

   - What is the need or intended use? How was that need assessed? What is your evidence of the need?

The campus has some recognized issues with hate crimes and a lack of appreciation of diversity of people and thought which have been assessed through observation of campus events, student and staff reports, and administrative actions.

- Given college resources, is it feasible? Is it an efficient use of college resources?

  Yes. The courses would require only a small expenditure of curriculum development funds. These funds will result in not only more knowledge and skills for the students, but an improved college environment.

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

  Main Campus

- How many students (per year) will benefit?

  Approximately 100 directly in class, many more indirectly.

- How will students benefit?

  These funds will result in not only more knowledge and skills for the students, but an improved college environment. They will also be fulfilling diversity requirements.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Funding for part time instructor .60 FTE $6,820 salary plus $2,742 OPE and curriculum development money for 180 hours $4,759 plus 2,394 OPE to develop these three classes which have never been offered before.

5. List the possible funding sources

Curriculum Fund and General Fund

6. Provide ORG & PROG codes
ORG 710900   PROG 111000

For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Section I: Planning

1. **Initiative Title: Lab for Psychology Students**   **Division Priority ___19_____**

   This initiative is intended to improve students learning by providing written and interactive computer materials for use by psychology students.

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   - Assisting students in transferring to other college and universities
   - Helping students communicate effectively, think critically and solve problems creatively.

3. **Describe the initiative**

   This initiative is requesting funding for computers and interactive software to supplement classroom teaching. These items will provide students with the ability to practice psychology skills in a virtual environment. Approximately 2730 students per year will benefit from this initiative. This initiative will address the following core abilities and outcomes:

   - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
   - Cultivating habit of mind and heart essential to lifelong learning
   - Improving communication, critical thinking and problem solving abilities
   - Increasing cultural competence

   This initiative is consistent with the vision and mission of the college of Transforming Student Lives through:

   - Student Transition: assisting students in transitioning to four-year institutions
   - Student Goal Attainment: helping students achieve their goals
   - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments

   Transforming the Learning environment by:

   - Expanding diversity in the curriculum
   - Responding to a diverse student population
   - Creating a diverse and inclusive learning college.

   Transforming the College Organization

   - Building systems to support student success

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

    A space and furniture would need to be allocated along with funds for shelving, wiring for two computers and two up-to-date computers in the amount of $5,000.

5. **List the possible funding sources**

    The General Fund

6. **Provide ORG & PROG codes**
    ORG 710900   PROG 111000

7) **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Section I: Planning

1. **Initiative Title: Curriculum Development for Feminist Philosophy Course**.

   Division Priority ___20___

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   - Feminist Philosophy will assist students in transferring to other colleges and universities.
   - Feminist Philosophy will encourage students to communicate effectively, think critically, and solve personal, social, and conceptual problems effectively.
   - Feminist Philosophy will enable students to increase their understanding of the relationships between self and community, particularly with reference to sexual and gender relations.

3. **Describe the initiative**

   - How does the initiative align with the strategic directions of the college?

     LCC seeks to serve the needs of students who have recently graduated from high school as well as those who are returning to their studies in mid life in order to retool or expand their intellectual horizons. Students in the latter category are particularly drawn to Philosophy. Because of this, as Philosophy offerings at LCC expand, the demand for the course in Feminist Philosophy is likely to increase. Moreover, Feminist Philosophy will be well positioned to play a key role in a women and gender studies program at the College.

   - What will the product, innovation, or change of this initiative be? Please be as specific as possible.

     Philosophy and Feminism was a narrow specialty course developed by Maurice Hamington, who left shortly after developing it, leaving behind only a barebones outline required by the curriculum approval committee and syllabus on file with the Department. A new faculty member, Royce Jones, has offered to step in and teach the course and would be developing lesson plans, lectures, written study aids, group dynamics exercises, role playing exercises and tests essentially from scratch, having never taught this course before. As part of developing the course, Royce also plans to create an extensive bibliography which can serve as a reference source for a future, women and gender studies program and a guide for core additions to the Library in the area of women and gender studies.

   - What is the need or intended use? How was that need assessed? What is your evidence of the need?

     The Course is needed and is intended to be used to raise to raise consciousness of and increase the understanding of women's and gender issues. LCC lags behind other institutions of higher education in offering courses in this rapidly developing area.
     A Philosophy and Feminism course is on the books in the College Catalog, but no current Faculty member has ever taught the course and the person who introduced the original course and taught it has left the College. If left untaught, it will expire and disappear from the catalog offerings.

- Given college resources, is it feasible? Is it an efficient use of college resources?

  Yes, it is both feasible and efficient. No additional equipment beyond that which is already available will be needed to deliver the Course.

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

  A classroom equipped to hold at least 30 students.

- How many students (per year) will benefit?

  Thirty to ninety, as determined by the number of times the Course is offered.

- How will students benefit?

  The three educational objectives of the course are to:
  Broaden the perspectives of students with a traditional philosophical background and introduce other students who have an interest in feminist thought to the philosophical framework of feminist philosophy.
  Acquire a basic acquaintance with the concepts, theories, methods, and schools of thought which have emerged in the course of the development of feminist thought and action.
  Become familiar with landmark documents in the development of feminist thinking, as well as tools and techniques of research and writing which are particularly relevant to feminist thinking.

Section II: Linking Planning to Budgeting-If you need Resources:

4. **Describe the resources needed**

   The only resource needed is curriculum development funding. (Enter dollar amount) This amount is derived according to this formula: 70 hours x $26.44 per hour: $1,851 + $744 = $2,595

5. **List the possible funding sources**

   Curriculum Development

6. **Provide ORG & PROG codes**
   ORG 710700   PROG 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

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	Recruitment	Other
PL	Social Science / Social Science	1	Fall 2005	Fall 2006	Social Science Testing Lab half-time position	Hire new half-time contracted employee	$19,080.00	R	X					X					
PL	Social Science / Social Science	2	Fall 2004	Fall 2006	Smart Classrooms	Equip 4 Classrooms	$80,000.00	N		X				X	X	X			
PL	Social Science / History	3	Spring 2004	Spring 2007	History Position	Hire new contracted faculty	$72,970.00	R	X					X					
PL	Social Science / Psychology	4	Spring 2004	Spring 2007	Psychology Position	Hire new contracted faculty	$72,970.00	R	X					X					
PL	Social Science / Political Science	5	Fall 2005	Spring 2007	New Contracted Faculty Position for Political Science	Hire new contracted faculty	$72,970.00	R	X					X					
PL	Social Science / Philosophy	6	Fall 2005	Spring 2007	Half-time Philosophy Position	Hire new half-time contracted faculty	$36,486.00	R	X				X						
PL	Social Science / Anthropology	7	Fall 2004	Fall 2006	Anthropology Laboratory Materials	Casts of Skulls	$8,500.00	N		X				X					
PL	Social Science / Geography	8	Spring 2004	Fall 2007	Geography position	Hire new contracted faculty	$72,970.00	R	X				X	X					
PL	Social Science / Social Science	9	Fall 2004	Fall 2006	Speakers Program	Speakers and Symposia	$2,500	R				X		X					
PL	Social Science / Human Services	10	Fall 2005	Fall 2006	Classes in Chemical Dependency	PT instructor salary	$6,375.00	R	X					X					
PL	Social Science / Sociology	11	Fall 2005	Fall 2006	Sociology New Course Curriculum Development	Development of new course - 120 hrs CD	$4,448.00	N	X								X		

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	Recruitment	Other
PL	Social Science / Human Services	12	Fall 2004	Fall 2006	Prevention Course	Development & Staffing new class	$3,187.00	R	X								X		
PL	Social Science / Ethnic Studies	13	Fall 2005	Fall 2006	Race and Gender Courses	Development of new course - 120 hrs CD	$4,448.00	R	X								X		
PL	Social Science / Geography	14	Spring 2004	Summer 2006	Geography Field Studies	Development of new course - 60 hrs CD	$2,440.00	N	X								X		
PL	Social Science / Human Services	15	Fall 2005	Fall 2006	Videos for Human Services	Videos	$2,695.00	N				X		X					
PL	Social Science / Psychology	16	Fall 2004	Fall 2006	Applied Psychology Course	PT instructor salary	$3,187.00	R	X					X					
PL	Social Science / Ethnic Studies	17	Spring 2004	Fall 2007	Women and Gender Studies Coordinator	Hire new contracted faculty	$72,970.00	R	X					X					
PL	Social Science / Psychology	18	Spring 2004	Fall 2006	Diversity Sequence	Budgeted - Staffing 3 new classes	$9,562.00	R	X					X					
PL	Social Science / Psychology	18	Spring 2004	Fall 2006	Diversity Sequence	Development of 3 classes - 180 hrs CD	$6,672.00	R	X					X			X		
PL	Social Science / Psychology	19	Spring 2004	Fall 2006	Lab for Psychology Students	Computers, software, furniture for Psych Lab	$5,000.00	N		X	X			X					
PL	Social Science / Philosophy	20	Fall 2005	Fall 2006	Curriculum Development for Feminist Philosophy Course	Development of new course	$2,595.00	N	X								X		