

GOALS	ACTIVITIES	TIMELINE	BUDGET IMPACT
English & Writing			
**Fill 3.0 FTE vacant positions for composition specialists; ability to teach African-American lit and film preferred; 1.0 new FTE for Writing Center Director	None, until positions approved.	Dependent on funding; planning should take place in fall term in the year prior to hiring.	Dependent upon qualifications: salary + OPE
Increase total number of English (lit) courses from 42 to 45	Involves reinstating courses that were previously available	Dependent on whether the courses have been dropped after 2-3 years of not being offered	Cost of PT instructor for 3 WR classes; revenue increase from WR (24) to lit (35)
Development of FYE Learning Communities for WR 115 and WR 121; Exact number unknown	Schedule targeted writing classes to coordinate with College Success and Effective Learning sections	2008-09	Need to coordinate with Eileen Thompson & Learning Communities to determine CD funding process
Lead Literature Instructor, 0.18 FTE	Oversee assessment of literature program; rotation of offerings; alignment with OUS; coordinate and lead articulation work with College Now instructors	ongoing	Cost of backfill for PT instructor to teach 2 writing classes in academic year
Work with CN (HS) faculty to develop consistency around courses and enhance relationships	PT Instructors working with Composition Coordinator and Literature faculty	Plan in spring 09 for 2 meetings in 2009-2010;	10 hours of CD for website development; 40 hours of ancillary support for 4 PT instructors; host ½ day workshops for CN instructors

Add 2 WR 227 sections (1 OL) add 4 WR 121 sections add 2 WR 115 sections	Identify qualified FTE and PT instructors	ongoing	Cost of 8 sections backfill if sections taught by PT instructors; actual costs dependent on qualifications 100 hours CD for OL WR 227 development
Revision of WR 121 and 122 and "vestigial" WR 123 (for transfer students)	Subcommittee work to finalize revised courses and workshops for PT faculty on the implementation of course revisions (mandatory meeting); faculty to attend meetings across Lane (advisors, disciplines, CT programs) to explain consequences of new cutoff score (to be implemented summer 2010)	Revisions to curriculum committee Fall 2009; Workshops W and S of 2010	100 hours of CD to be split between FT and PT faculty for mandatory meetings and workshops to teach revised courses
WR 121 Assessment Project (some funds from VP's Office, but need more PT faculty to participate)	Assess course objectives, 2 of which map onto college core abilities (think critically and communicate effectively)	Share with CN teachers Fall 2009	42 hours of CD to pay 7 additional PT faculty to participate in the data analysis and grade norming and assessment of student writing
New scanner for department (high quality); old one needs repair and skips parts of material to be scanned	Secure bids; consult experts	When possible	\$100 est.
New color printer for office so that flyers and marketing information	Secure bids; consult experts	When possible	\$2000 est.

could be created in the division office			
Languages			
Fill 1.579 FTE positions in Spanish	None, until positions approved	Dependent upon funding	Dependent upon qualifications: salary + OPE
Support development of a first Year textbook for Chinuk Wawa	Regular meetings are ongoing between Janne Underriner, Tony Johnson (CTGR), and others to create this textbook from materials developed over the last 3 years and supported by SLI curriculum development funds.	Ready for fall 2009 classes	60 hours of CD
Move to host-provider model of support for curriculum approval and liaison with PSU and Chemeketa; investigate PCC as a potential site for the AP Video Chinuk Wawa sequence	Identify a champion and language faculty at each institution to lead curriculum approval process necessary for host provider model;	Winter 2009 ongoing; agreement with colleges should be in place for fall 2009	Travel will be covered by NAS Office; CD money needed for Tony/Janne liaison and work with curriculum committee and Language Department at each institution: 20-25 hours
Continue .33 FTE reassignment time for lead instructor	Set goals and make plans	ongoing	Backfill for 3 (5 credit) Spanish classes + OPE
Support for first year	Lead Spanish instructor writes 30	Ongoing	Support for 1 class

Spanish materials (some re-authored, some revised, updated), including:	weeks of diarios (class notes for students) and updates materials with new models of organization, visuals and cultural import, etc. Some training required for making certain materials available electronically.		reassignment per term
(1) video and CD series	Authorship of approx. 27 CD-video scripts. Native speaker actors will be directed and recorded in a professional studio	Full year project	Cost has not been estimated
(2) author and test PP presentation on culture for 1 st and 2 nd year classes	Practice with PP program and create a lesson plan incorporating culture with language and vocabulary. Present the unit to faculty for discussion and test it out in a classroom	2 terms	No cost
(3) Moodle component for first year courses;	Place existing material on Moodle (audio of charlas, answer sheets, cultural information, etc.); new video segments related to weekly themes		30 hours of CD for PT instructor qualified in Moodle to design and populate site. No cost for working with existing materials. Video segments have not been piloted or estimated
(4) Design new mentorship model and plan	Regular meetings to discuss mentorship needs and models, with discussions of pedagogical issues and sharing/presentation of classroom materials.	Ongoing	No cost

Assess Spanish 203 students	Review AVANT's STAMP test of Spanish for appropriateness to assess the Spanish program at Lane Community College	Spring term 2009 or 2010	\$15.75/student, approximately 115 students = \$1,811.25
Color printer and scanner dedicated to language lab	Production of materials for instruction in language and culture	Any time	No cost yet
Assess first and second year French, 103 and 203	Use AVANT Assessment's STAMP test (adaptive)	Spring 2009	\$15.75 per student; approximately \$2,835.00 for 180 students
Speech Communication			
Fill 1.0 FTE Forensics position	Nothing, until position approved	Dependent on funding	Dependent on qualifications: salary & OPE
Reassignment for lead faculty in Speech Communication , 0.18 FTE (2 classes reassignment)	Plan for course reduction and adequate PT support	Dependent on funding	Cost of backfilling 2 classes
Review CommuniCoach program to assist in evaluation of speeches (both OL and in face2face settings)	Determine appropriateness for courses		Est. \$4-7,000
Continue with phase 3 of the assessment plan	Create a rubric/form for assessing oral presentations	Winter, Spring 2009	
Increase access to smart classrooms	Review scheduling constraints, grid, and number of classrooms available	Winter/Spring 2009	NA
PR: Create a plan to work	Strategic discussions and planning	Spring 2009, ongoing	M&S support for

with campus offices to publicize the value of the discipline	around the discipline's role in transfer, various majors, etc.		brochures, flyers, etc.
Investigate the need/demand for a computer-mediated communication class	Work with Mary Brau on OUS options and 199 feasibility	Winter/spring 2009	NA
Support (with other departments) the need for a course (or self-assessment instrument?) in basic technology so students and faculty can gauge preparedness for OL/Hybrid classes	Work cross-department and/or with SAGA to identify interest and need; involve ATC at appropriate time	Winter/spring 2009	NA at this stage
Increase number of qualified PT instructors	Post in new HR system	ongoing	PT salary and OPE dependent upon individual qualifications
Increase access to Speech 100 and 111 classes by adding sections	Add 1 sections of Speech 100 and 1 section of Speech 111 for Fall 2009		Cost of backfilling 2 classes

**Note from English Faculty on unfilled FTE positions:

Faculty face an ethical dilemma: we are being asked to add more sections and increase enrollments while our contracted faculty ranks have shrunk by 17%. This leads to an increase in part-time faculty, often new and untrained, putting a strain on the quality and consistency of instruction as well as strains on staff.