

Supported professional development and shared expertise: Faculty organized, gave presentations and participated in numerous local, regional and national professional conferences and workshops. On campus, science faculty and staff were leaders and presenters for Faculty Connections, physics x and Physics Student Congress, Lane Peace and Democracy Conference, National Sustainability Conference at Lane, and the Spring Conference. Beyond Lane, faculty and staff attended and presented at the NSF-sponsored BioQUEST conference (Missouri), the ORCA Network (Mexico), the Ocean Sciences meeting (Florida), the League for Innovation Conference (Denver), Washington College Chemistry Teachers Association, the 20th Biennial Conference on Chemical Education, the Green Chemistry in Education Workshop at UO, the NW Bio Conference, Oregon Facilities Management Conference (Portland), Green Professionals Conference (Portland), Building Workforce Partnership (Los Angeles), Collaboration for Quality Jobs (Denver), and Fall and Spring Oregon American Association of Physics Teachers meetings (Gresham and Eugene). Three Science faculty members were awarded sabbatical leaves: Jerry Hall and Stan Swank for Fall 2008, and Gail Baker for Fall 2009. Faculty in the Water Conservation Technician program and Chemistry received two Meyer Fund for a Sustainable Environment grants, in partnership with UO. Energy Management faculty also received a Community College Workforce Development Grant to develop an Introduction to Sustainability course at Kennedy High School in Cottage Grove. Faculty and staff completed professional development activities to stay current with their skills and gain new skills, including: expertise with Banner systems, CERT training, safety training, cultural competency training, software and hardware training, communications skills, customer service skills, and knowledge of international workforce development.

Strategic Direction

- Promote professional growth and provide increased development opportunities for staff both within and outside the College.
- Build organizational capacity and systems to support student success and effective operations.
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

Learning Plan Goals

- Expand discipline-oriented faculty professional development, with care to include professional-technical faculty.
- Organize scholarship and other staff development efforts in areas of adult learning and motivation in the context of the current social, economic, and cultural environments.
- Provide on-going technology training for faculty and staff.

Student Affairs Plan Goals

- Ensure success-oriented systems and experiences.
- Enhance the Lane workforce to best promote student success.

College Council Priorities

- 4.2 Responding to unit plans/council plans: Curriculum Development
- 4.1 Responding to unit plans/council plans: Innovation
- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 1.b. Enrollment Management: Recruitment and Retention