

February 17, 2022

22-087

APPROVAL OF PROFESSIONAL LEAVES FOR FY22–
23 FACULTY AND ACADEMIC PROFESSIONALS

PREPARED BY: Patti Battles, Executive Assistant, Academic Affairs
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FINANCIAL
RESPONSIBILITY: Katy Ho, Vice President, Academic Affairs

APPROVED BY: Mark Mitsui, President

STRATEGIC THEME: Belonging: Transform our learning culture toward
creating a sense of belonging and well-being for every
student
Delivery: Redefine time, place, and systems of
educational delivery to create a more learner-centric
ecosystem
Workforce: Respond to community and workforce needs
by developing a culture of agility
Enterprise: Cultivate a long-term sustainable college
enterprise

REPORT: Applications for professional leave were received and
processed in accordance with Article 20 of the
Agreement between Portland Community College and
the Portland Community College Faculty Federation. The
President has reviewed the applications and
recommendations of the campus/district administration.

RECOMMENDATION: That the following Portland Community College faculty be
granted professional leaves for the purpose, time period,
and salary payments indicated:

April Ann Fong
Full-time Faculty: Life Sciences
Two Terms: Fall 2022; Winter 2023
Salary: 75% of Annual Scheduled Salary

Purpose of Leave:
My goals are to actively engage and collaborate with
various identity groups (governmental and non-
governmental organizations) and to communicate the

groups' experience-based advice to develop an inclusive climate at PCC that benefits all students and staff. Dissemination of this information will enlarge our perspectives and inspire changes to curricula and/or processes to foster belongingness, support, and acknowledgment. I aspire to transform curricula to increase belongingness and learner-centeredness. The resulting curricula will inform about diverse historical and current scientists with increased sensitivity and graciousness. These changes will welcome more students to science.

Relates to PCC's Strategic Plan themes:
My sabbatical will strengthen PCC's Strategic Plan themes of "Belonging (Transform our learning culture toward creating a sense of belonging and well-being for every student)" and "Delivery (Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem)." Creating a sense of belonging in science classes particularly is my main focus by changing curricula to provide more diverse historical and current scientists and by incorporating advice from many and varied identity groups and resources on how to create a more inclusive, safe environment. Delivery is another focus because designing a student-focused learning environment with new curricula will require a metamorphosis of our teaching pedagogies into culturally responsive and anti-racist pedagogies. My hope is to lead to more equitable student success particularly in the sciences.

Marie Carver

Full time Faculty: Mathematics

One Term: Fall 2022

Salary: 100% of Annual Scheduled Salary

Purpose of Leave:

The goal of this project is to develop supplemental accessible classroom activities to complement the current MTH CCOG's for each of the Mathematics for Elementary Teachers sequence of courses (MTH 211, 212, and 213). The intention of these activities will be to engage our current students and future K-8 teachers in culturally responsive teaching and learning experiences that will carry over into their careers. Project milestones

include research and collection of best practices in K-8 mathematics education related to social justice and creating activities for MTH 211/212/213.

Relates to PCC's Strategic Plan themes:

These courses are already run as student-centered, but the content lacks connections to our students' lived experiences. With the PCC Lesson Study grant, I witnessed how students blossomed in their interest in math and overcame their math anxiety when they engaged with culturally relevant activities. Beyond my anecdotal experiences, research has shown that teaching subject matter in a learner-centered environment gives personal meaning to the content and improves student interest and retention (Belonging and Delivery). Students in the 211-212-213 series will one day be teaching math to their own students. The activities I write will bring the mathematical content in line with what is relevant in our students' lives as well as inspire them to use similar meaningful activities as future teachers (Workforce). The activities will have students investigate issues that directly affect our society today and show them how to make sense of the world using a mathematical lens (which is often lacking because of how math is typically taught). My goal is that students will see mathematics as a tool for self-advocacy and they will use this experience to teach mathematics as more than computation skills thereby giving future generations the ability to use math as a critical thinking and problem-solving tool to improve their lives (Belonging, Delivery, and Workforce). It is with this in mind that I propose to enhance the Math courses we offer to our future educators.

Val Brenneis

Full-time Faculty: Environmental Studies (ESR) and Biology (BI)

Three Terms: Fall 2022; Winter 2023; Spring 2023

Salary: 65% of Annual Scheduled Salary

Purpose of Leave:

I am requesting leave to complete the Geographic Information Systems (GIS) certificate program through PCC. GIS proficiency has become a nearly ubiquitous requirement for environmental careers. To keep current

in my field and prepare students for success, I propose to develop GIS-based activities to incorporate into my environmental science majors course sequence. These activities will not only provide students with an introduction to geospatial thinking and skills, but will also ask them to investigate the complex interactions between physical, biological, and social variables – critical to understanding environmental justice issues, communicating science effectively, and developing equitable and effective environmental policies.

Relates to PCC's Strategic Plan themes:

My proposal supports workforce agility and student belonging. The Portland Community College strategic plan highlights the need to respond to community and workforce needs by developing a culture of agility, while also cultivating a sense of belonging in our students during their time with us. As faculty, we do this through continued learning; both by staying current in our field of instruction and by exploring pedagogical approaches that benefit our students. During my professional leave, I propose to become fluent in Geographic Information Systems technology so that I can translate these fundamental concepts, technological skills, and communication approaches into meaningful course activities in the field of environmental studies.

Specifically, I will develop teaching materials for ESR 200, 201, 202, and 204. The collection and analysis of geospatial data is an essential part of much environmental work, as is the clear and effective presentation of this multidimensional information. This place-based knowledge can help us to make sense of a complex world and communicate stories about specific places and communities. We have only to look at the maps highlighting increased coastal flooding risks due to climate change, differences in Covid-19 infection rates, and the spread of wildfire smoke and impacts on air quality, to see how GIS can be used to both understand complex data and communicate important stories with the public. GIS can be used as a democratic tool, used by people working collaboratively on the ground to map important features of their communities, as well as by experts in the field. Geospatial literacy can help students understand and influence issues that are important to them, from commenting on congressional redistricting to accessing healthy food and greenspaces.

Bryan Hull
Full-time Faculty: Comp/Lit, Humanities and International Studies
Two Terms: Winter 2023; Spring 2023
Salary: 75% of Annual Scheduled Salary

Purpose of Leave:

During my sabbatical, I would like to research community college faculty-student mentoring in its many facets (formal, informal, pathways oriented, long term, etc.), and how it complements peer mentoring (student-student). I'm interested in reading about new research on mentoring through an intersectional lens, holding race, class, sexuality, and gender, for example, all at once as I think about the topic. In order to form a community of like-minded people at the college, I need also to know what mentoring already takes place at PCC and to what extent. (I'm a global thinker and struggle with analytical linear categories.)

Relates to PCC's Strategic Plan themes:

Belonging first and foremost. Students for many reasons often don't feel connected to the college, and I want to explore to what degree long-term connections with staff, faculty, and fellow students make a difference for student success, retention, etc. And what exactly about those relationships anchors the student as he/she/they move through higher education?

Israel Pastrana
Full-time Faculty: History
One Term: Spring 2023
Salary: 100% of Annual Scheduled Salary

Purpose of Leave:

I propose to create a digital archive of youth-generated artifacts that document the history of Ethnic Studies activism in Oregon. I will create the archive using an open-source content management system that creates visual displays of digital archives. The final product will be a digital archive that includes narrative, art, poetry, maps, oral histories, social media content, and myriad other kinds of youth-generated content that document

this important history. This project, and the culturally responsive pedagogy that undergirds it, aligns with the college's goal of transforming our learning culture "towards creating a sense of belonging and well-being for every student."

Relates to PCC's Strategic Plan themes:
Belonging. By centering the histories and perspectives of Oregon's BIPOC communities, the digital archive I propose to create supports the college's strategic initiative to "create a sense of belonging in our learning environment as a college priority, and as a key factor in equitable student success."

Greg Rapp
Full-time Faculty: Business and Entrepreneurship Program
One Term: Winter 2023
Salary: 100% of Annual Scheduled Salary

Purpose of Leave:
This sabbatical will build on relationships I've developed in New Zealand in the last two years. The plan is to a) guest lecture at NorthTec College and Nelson-Marlborough Institute of Technology in New Zealand from January - March 2023 and b) build relationships to further student "virtual exchanges" that were first implemented in 2020 with business students in NZ and PCC. PCC students will engage with other business students in a virtual environment and practice business communications skills in a culturally diverse environment.

The core outcome theme this supports is Delivery: virtual exchanges are super engaging, and can redefine the traditional concept of the classroom.

Rachel Bridgewater
Full time Faculty: Library
One Term: Spring 2023
Salary: 100% of Annual Scheduled Salary

Copyright First Responders Pacific Northwest is a copyright community of practice for librarians. Founded in 2018, the network requires some intensive planning

and organizational work in order to remain viable as it grows, including migration to a new organizational home, revamping the website, and, crucially, launching a new web-based training platform. This work will allow us to extend to more libraries including smaller community colleges and school libraries. Copyright education and support for librarians translates to lower institutional risk, better and more equitable classroom practices, and more robust support for students in their roles as both content users and creators.

My project connects with all four themes. Educators who are well-supported on issues of copyright are better able to use and create student-centered, equitable classroom materials including the use of student authored materials, OER, and other works from outside the commercial textbook industry. Students whose voices, experiences, and communities are reflected in the classroom will have a stronger sense of belonging. Use of these materials also, in most cases, lowers costs which also enhances belonging and well-being.

As we refine delivery methods, copyright questions will be necessarily more frequent and complex, having well-trained and supported librarians (not just at PCC but around the region) will help ensure faculty and administrators get the support they need.

Regarding the workforce theme, we are preparing students for careers where copyright issues are sure to emerge -- from graphic design to building design to paralegal and so on. Well-supported faculty can help these students learn how to use copyrighted materials legally and ethically while also helping them develop a sense of themselves as creators of intellectual property. Faculty who have access to excellent support around copyright issues, generally from librarians, can feel confident bringing discussions of copyright directly into the classroom. This, in turn, will empower students as they enter the workplace.

Finally, all colleges assume risks of various kinds when they open their doors and among these inherent risks are those that come with copyright. Having well-trained, well-supported librarians who are in regular communication with both regional and national peers helps reduce this

risk for the enterprise.

Peter Seaman

Academic Professional: Online Learning

6 month Leave: Winter 2023;Spring 2023

Salary: 85% of Annual Scheduled Salary

During my sabbatical, I will seek to (a) discover best practices for creating and teaching culturally responsive online courses and then (b) create recommendations to support the good work PCC is already doing in this area.

Belonging, Delivery, and Enterprise, but primarily Delivery, since Online courses are central to the goal of “Redefining time, place, and systems of educational delivery to create a more learner-centric ecosystem.”