

2020 Anderson Conference

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Session 1 Workshops:



Title: Practicing Antiracism as a PCC Educator: A Panel Discussion

Panelists: Todd Barnett, Max Macias, Monica Noe, and Ralf Youtz

Room: 126

Time: 9:30-10:30 Workshop I

Description:

As part of the larger USA education system, our PCC system produces racialized outcomes, privileging mostly white students at the expense of many students of color. Both our

students of color and our colleagues of color deal with racial inequities. Many people of color in our PCC community also face racial hate speech and even violent threats.

Each of us at PCC has the opportunity to take antiracist action in pursuit of racial justice for our PCC students and our colleagues. Bringing explicit antiracist approaches to our PCC work spaces, classrooms, and meetings is an evolving challenge. Together, panelists and participants will share and develop strategies to help us deepen our commitment to "antiracising" our work at PCC.

We will focus on understanding what "antiracist" means in our educational context, on recognizing challenges as opportunities for antiracist work, and on developing next steps for participants in their own practices.

Title: Service Animal Policing: The Slippery Slope from Enforcement to Harassment

Presenters: Patricia Kepler, Maria Mendez, Martha Bailey

Room: 137

Time: 9:30am-10:30am Workshop I

Description:

PCC, like most colleges, is experiencing a rise in students being accompanied by less traditional "service animals." We all know about dogs that guide the blind, assist people utilizing mobility devices, and assist those who are deaf. But how do those dogs accompanying people with invisible disabilities work exactly? How do we make sure they are legitimate? This workshop focuses on dogs trained to assist people with invisible disabilities, the additional potential barriers being imposed by well-meaning college staff, and how you can help students relying upon these animals to be successful in college.

Title: The Power of a Trauma Informed Class & Curriculum

Presenters: Javelin Hardy

Room: 140

Time: 9:30am-10:30am Workshop I

Description: This session will cover trauma and the dos & don'ts of preparing your curriculum and classroom setting. Faculty will learn what trauma is, common reactions around trauma, and how students can get triggered by assignments, reading and movies. We will cover the importance of disclosure and consistency in their class and curriculum.

Title: Remembering Student Names (Especially Difficult/Unfamiliar Ones!)

Presenters: Ron Noble

Room: 142

Time: 9:30am-10:30am Workshop I

Description:

Remembering names of your students, especially if you teach multiple courses, is always a challenge. But remembering (and using) a student's name early and often in your course is a great way to show your students you respect and take a personal interest in them. This can be especially important for students of color and international students, who often dread having their names forgotten and/or continuously mispronounced by instructors.

This presentation will make attendees aware of the importance of remembering and using names in different cultures. There will be a discussion of the importance and symbolic significance of names in several representative cultures.

Title: Sharing Global Perspectives: Speed Culturing and Online Cross-cultural Assignments

Presenters: Usha Ramanujam, Karen Embry & Ron Bekey

Room: 143

Time: 9:30am-10:30am Workshop I

Description: As educational institutions and workforces continually expand to serve global communities, there is an increased need for curriculum and teaching practices to emphasize the appreciation of multicultural backgrounds and perspectives from an asset-based lens. The PCC community noticeably reflects a rich global diversity that can be leveraged to provide learning opportunities for all students.

This presentation will discuss how CTE and non-CTE disciplines can collaborate and partner with international and English as a Second Language (ESOL) students at each campus via speed culturing to increase cross-cultural competency and broaden subject matter connections. Opportunities in online classes to help raise cultural appreciation and global perspectives will be discussed as well.

Title: Just Chill: Questioning Academic Culture and Increasing Student Success

Presenters: Jane R Zunkel

Room: 144

Time: 9:30am-10:30am Workshop I

Description:

In this session, attendees will have the chance to question facets of academic culture that cause students (and faculty) a great deal of unnecessary stress. When faculty and students are locked into power struggles and mutual manipulation, they cannot learn together in any sustainable way. Faculty can create a positive learning environment without compromising their standards, "losing control" of the class, or being perceived as a "pushover."

Title: Faculty/Student Collaboration in CTE "high stakes" Exam Process: a Pilot Project

Presenters: Tinah Bazin-Quintana, Jane Palmieri, Heather Reynolds

Room: 146

Time: 9:30am-10:30am Workshop I

Description:

High stakes exams are a stressor to students and faculty alike. In some programs, reviewing exams after the fact with students can be divisive and argumentative, with many power dynamics at play. Currently creating exams in Nursing takes place behind closed doors. Our Pilot in the PCC Nursing Department has taken a more collaborative approach for exam creation and grading. In this session, we will share the "present" so that attendees are reminded of typical faculty and student experiences in this program, then we will present an opportunity to experience our "pilot" version. Lastly we will present our process and the findings so far.

Session 2 Workshops



Title: Using Art to Promote Intercultural Awareness via Interdisciplinary Thinking in STEM

Presenter: Josephine Pino

Room: 126

Time: 10:40-11:40 Workshop II

Description:

STEM instructors will reflect upon how they could use the article: Science and Culture by M. Iaccarino, or similar articles that challenge the eurocentric dogmas of their disciplines in their classes. The presenter will briefly describe how she used the Iaccarino article to launch her introductory biology class. In this example, students reflect upon their own personal experience with understanding nature. She will then lead an active lesson with a “Water and Life” theme used recently in a biology course. As with her students, workshop participants will have an opportunity for close observation and reflection on poetry examples and visual art, using pieces that they have chosen for sociocultural relevance to their own lives. They will then engage in a short lesson about the science of water before reflecting on the connections and significance of the total learning experience. During the latter half of the session, participants will brainstorm and discuss ways that they can create interdisciplinary, personally relevant experiences for their own students, with an emphasis on bringing together disciplines that are often considered to be too separate to combine.

Title: BIPOC Caucus: Educators of Color Supporting Educators of Color at PCC

Presenter: Faith Curammeng

Room: 137 (TLC)

Time: 10:40-11:40 Workshop II

Description:

In this session, Black, Indigenous, and People of Color (BIPOC) educators will develop ways to respond instead of react to stressors faced by educators of color in the halls of academia. We will discuss ways for self-care in order that we might continue our work as culturally responsive educators. *This session is designed specifically for BIPOC educators.*

Title: Faculty Facilitation Tools: Gender Diversity in Intersectional Perspective

Presenter: Lisa George

Room: 140

Time: 10:40-11:40 Workshop II

Description:

Students at PCC have reported experiencing gender-based microaggressions and blatant discrimination from other students while completing their coursework. This session will present multiple techniques to welcome gender diversity into the classroom space (online and on-ground) for all students in the learning environment. Through video, interactive activities, and discussion, attendees will develop facilitation skills on this topic relevant to their own personal teaching style. Attendees will also explore racist notions around the perpetuation of gender norms. There will be opportunity to ask questions and practice using unfamiliar pronoun forms.

Title: Supporting the Whole Class: Lessons in Equity from an Integrated Education and Training Model

Presenters: Delpha Thomas, Nicole Harris, Chloe Ji (Xu Ji,) Heather Smith, Jamaique Reiley

Room: 142

Time: 10:40-11:40 Workshop II

Description: A panel of members representing the Integrated Education and Training (IET) team (ESOL, Health Information Management, and Medical Professions instructors) as well as Career Pathways and our non-profit partner, Albina Headstart will share key insights and take questions from the audience. Attendees will 1) Learn about the IET model and understand challenges, successes, and goals for future growth in the coursework associated with the IET 2) Evaluate the effectiveness of course policies that have unintended consequences for low-income, first-generation, single parents, and English language learners 3) Develop culturally responsive teaching strategies that support the whole class concept.

Title: Equitable Open Education in Practice: A Panel Presentation

Presenters: Jen Klaudinyi, Jean Mittelstaedt, Eric Dodson, Susan Martin

Room: 143

Time: 10:40-11:40 Workshop II

Description:

With a grant from the President's Excellence Fund, we offered a two-part faculty professional development opportunity, "The Equity and Open Education Faculty Cohort." In Part 1, instructors explored intersections of open education, culturally responsive teaching, and universal design and then considered opportunities to increase the cultural responsiveness as

well as affordability of learning materials. In Part 2, participants were asked to implement this learning within their own curriculum.

During this session, we will present a brief overview of the cohort followed by panel presentations from 3 cohort participants, describing and demonstrating what they learned and how they changed their curriculum to increase equity and affordability.

Title: Noticing What is Hidden: Training our Awareness to Notice our Privileges

Presenter: Heiko Spoddeck

Room: 144

Time: 10:40-11:40 Workshop II

Description:

This session should particularly benefit all who feel uncomfortable when our privilege is pointed out to us, be it that we are white, able-bodied, a cisgender man, U.S. born, native English speaking, heterosexual, middle-class, Christian,.... Most of us experience privilege in some areas and marginalization in other areas. Society lets us know every day where we do not have privilege, but makes it very hard to see where we do have privilege. In this interactive session, we will explore together ways how we can train our awareness to see our privileges more and consequently understand them better, be able to acknowledge having them, and become better educators and allies.

Title: Trauma Informed Response to Disclosures of Gender Based Violence

Presenters: Kiera Hansen, Caroline Bartlett

Room: 146

Time: 10:40-11:40 Workshop II

Description:

This is an Interactive training on understanding gender based violence, how it can impact students in the classroom, and hands-on-tools and resources to responding to disclosures of violence. 1-3 women, 1-7 men, and close to 50% of transgender individuals will experience gender-based violence (sexual violence, domestic and dating violence, stalking, and harassment) in their lifetime. These statistics are even higher for people of color. Here at PCC, we can promote individual and community healing for survivors by how we respond when a student shares their experience with gender-based violence, regardless of the reporting obligations as an employee. This interactive training will explore the nuances of gender-based

violence and how it can impact students in the classroom. Attendees will learn about hands-on-tools and resources in responding to student disclosures.

Session 3 Workshops



Title: You Know What Food Insecurity Looks Like...But Do You?

Presenters: Tara Violetta and Peter Ritson

Room: 126

Time: 1:10-2:10 Workshop III

Description: Peter Ritson, Tara Violetta

It's clear through data that students at PCC are facing food insecurity. However, it is difficult to empathize from numbers alone. In this workshop we hope to deepen faculty's understanding of what barriers students face when accessing food, at PCC SY specifically, and how this affects their experience on campus and in their classrooms. We believe that learning about food insecurity through a student's point of view will educate faculty on the experiences of their students and can be a way to build trust. We pose the question: if you do not have access to nutritional food, can you access the information in your class? This interactive session will cover:

- Shopping at the food pantry: How does it feel, what barriers do you notice? Who does it prioritize?
- When food services closes, what options do students have for food?
- Scavenger hunt of food resources on PCC Sylvania website

- Mapping out how far it takes to walk to get a "nutritional" meal under \$8 outside of SY campus

Title: Culturally Responsive Instruction: Moving Forward after Teaching Week

Presenter: Linda Fergusson-Kolmes, Lisa Regan-Vienop

Room: 137

Time: 1:10-2:10 Workshop III

Description:

You are invited to a discussion of how to incorporate culturally responsive instruction in your classroom. Come if you were a Teaching Week participant and wanted to continue the conversation or come if you didn't attend Teaching Week and want to find out more. All are welcome. Participants will be invited to share strategies they have used to make their instruction more culturally responsive. After being inspired, folks will collaboratively work on an activity or an idea that is still on their wish-list using a "Gallery Tour" approach.

Title: Keep It Real: An Exercise in Faculty Engaged Conversation

Presenter: Amanda Harrison

Room: 140

Time: 1:10-2:10 Workshop III

Description:

Encounter diverse ways of thinking about common ideas and join us on the journey of discovering the existing notions that contribute to the feelings and choices each of us makes daily. Using an interactive game, participants in this session will explore new understandings of themselves and others while gently uncovering societal, cultural, and personal prejudices often hidden to themselves. We will offer time to reflect on how the themes in the game and any new understandings might impact future interactions with students; privately assess your own levels of vulnerability and acceptance; and continue to explore the effects of unconscious understandings. Keep It Real, the game, was purchased at NCORE and is available to borrow at Cascade campus.

Title: Beyond English Classes: How to Effectively Teach Students from Their Point of View

Presenter: Wilson Nitunga

Room: 142

Time: 1:10-2:10 Workshop III

Description:

This presentation takes a hybrid approach of a lecture/dialogue that dives into more details about supporting students to be the best version of themselves. This workshop offers tools and strategies designed to help students integrate and navigate the school system. Attendees can expect to engage in group activities and participate in dialogue as they learn from other colleagues. The outcome of this session is for teachers to gain more skills for the classroom setting and a learning experience so they can better serve students from their point of view.

Title: Men of Color Center for Excellence in Education: Creating Pathways for Success on Campus and in the Classroom

Presenters: Dr. General Johnson, Alexander T McPherson

Room: 143

Time: 1:10-2:10 Workshop III

Description:

In this session, participants will explore the research-based practices that foster opportunities for greater success and outcomes for men of color in the classroom and on campus. We will review strategies for implementation and assessment while also discussing the highlights of the work done during the 2018 - 2019 year.

Title: Transparent Assignment Design for Equity and Inclusion

Presenters: Nora Stevens and Delpha Thomas

Room: 144

Time: 1:10-2:10 Workshop III

Description:

This workshop will examine how assignment design impacts students' sense of belonging and resiliency. We'll cover strategies for boosting transparency in your own assignments so that all your students, including first-generation and underrepresented populations, have a more equitable chance of succeeding in college. We'll end by sharing how transparent assignment design will ultimately impact general education courses at PCC. Note: This workshop will involve peer feedback on your own assignment; computers will be provided so that faculty can easily access their assignments.

Title: Moving From Ally to Accomplice: How Far Are You Willing to Go to Disrupt Racism?

Presenter: Tai Harden-Moore, JD, MBA

Room: 146

Time: 1:10-2:10 Workshop III

Description:

Despite our best efforts, many students and employees of color still experience racism and discrimination in the classroom and in the workplace. One of the factors that contributes to this is that White people have become too comfortable in their roles as allies; which often sees them listening to people of color about their encounters with racism, without requiring them to take any direct action against the racism and discrimination they see happening around them. The goal of this presentation will be to help attendees understand that being an ally is not enough because simply listening and observing is not enough. In order to disrupt racism and discrimination, we must be willing to speak up for and with marginalized groups, even if that means we are putting our own privilege at risk.