

February 23, 2017

17-072

APPROVAL OF PROFESSIONAL LEAVES FOR FY17 –  
18 FACULTY AND ACADEMIC PROFESSIONALS

PREPARED BY: Mona Smith, Executive Assistant  
Elizabeth Lundy, Interim Vice President, Academic Affairs

FINANCIAL  
RESPONSIBILITY: Elizabeth Lundy, Interim Vice President, Academic Affairs

APPROVAL BY: Mark Mitsui, College President

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:

**Stacey Fiddler****Full-Time Faculty, Physical Sciences (CH)**

Duration:

Winter 2018 and Spring 2018

Salary:

75% of Annual Scheduled Salary

Purpose:

A two-term professional leave is proposed to research, implement, and share evidence-based best practices for pedagogy/andragogy within a Science Technology Engineering & Mathematics (STEM) classroom that promote learning among underrepresented groups. The project includes developing, implementing, and assessing at least one of the identified professional teaching practices within the classroom at PCC, compiling and disseminating the research results to PCC STEM faculty, and developing a faculty workshop on inclusive pedagogy and practices in the STEM classroom.

The proposal supports PCC's Core Themes: Diversity, Equity and Inclusion; Quality Education; Access and Student Success; and Strategic Themes: Create a Nationally Renowned Culture for Diversity, Equity and Inclusion; Provide Outstanding Affordable Education; Drive Student Success; and Ignite a Culture of Innovation.

**Caroline Le Guin****Full-Time Faculty, English**

Duration:

Winter 2018 and Spring 2018

Salary:

75% of Annual Scheduled Salary

Purpose:

A two-term professional leave is proposed to explore theoretical and practical issues surrounding accelerated learning, developmental literacy and university writing in the disciplines, with the goal of collaborating across sectors to create a coherent academic literacy curriculum spanning high school to upper division college writing. This transformative literacy curriculum would be both theoretically grounded and practically effective in moving students-particularly the academically underprepared and those who struggle most with completion – into and through college as active learners and culturally literate citizens.

The proposal supports PCC's Core Themes: Diversity, Equity and Inclusion; Quality Education; Access and Student Success; and Strategic Themes: Create a Nationally Renowned Culture for Diversity, Equity and Inclusion; Provide Outstanding Affordable Education; Drive Student Success; and Ignite a Culture of Innovation.

**Denise Roy****Full-Time Faculty, Architectural Design and Drafting**

Duration:

Spring 2018

Salary:

100% of Annual Scheduled Salary

Purpose:

A one-term professional leave is proposed to research design trends,

emerging building systems, and changing construction practices that form the core of our curriculum. Portland's housing crisis is driving new design trends, including accessory dwelling units, attached housing, Airbnb options, flex-housing and "middle housing". The project includes research into these areas, documentation of findings and development of a textbook available to students at no cost.

The proposal supports PCC's Core Themes: Quality Education; Access and Student Success; and Strategic Themes: Provide Outstanding Affordable Education; Drive Student Success; and Ignite a Culture of Innovation.

**Gabriele Backes**

**Full-Time Faculty, Chemistry**

Duration:

Spring 2018

Salary:

100% of Annual Scheduled Salary

Purpose:

Inspired by a project at UC Davis, a one-term professional leave is proposed to research plants on the Rock Creek campus and provide botanical signage to educate PCC students, staff and community about the properties and benefits of plant species native to the area. With its learning garden and many native plants and herbs, Rock Creek offers the perfect place to create a small exhibit that showcases the plants on the campus. The botanical signage will highlight plant-specific properties, recent research done on each plant, certain medical uses as well as their structures through chemical language. This exhibit would add value to the campus by enhancing visibility, providing opportunities for multi-disciplinary collaboration and creating new projects for chemistry classes with ongoing research and instruction.

The proposal supports PCC's Core Theme: Quality Education; and Strategic Themes: Provide Outstanding Affordable Education; and Ignite a Culture of Innovation.

**Daniel Davis**

**Full-Time Faculty, English for Speakers of Other Languages (ESOL)**

Duration:

Winter 2018

Salary:

100% of Annual Scheduled Salary

Purpose:

A one-term professional leave is proposed to travel to and attend a full immersion language school in Antigua, Guatemala. Guatemala is the most common Spanish speaking country PCC receives students from, next to Mexico. English for Speakers of Other Languages (ESOL) instructors are encouraged to have had the experience of living abroad: <http://www.pcc.edu/prepare/esol/>. This leave provides the opportunity to experience, first-hand, the struggles of learning the language while living in a foreign country, as ESOL students do here. In addition, community-based learning has been identified as a need for improvement within the

department. Experiencing community-based learning as done in a Guatemalan institution will directly influence classroom instruction and inform the development of a plan for improving community based learning within PCC's ESOL curriculum.

The proposal supports PCC's Core Themes: Quality Education; Diversity, Equity and Inclusion; and Strategic Themes: Provide Outstanding Affordable Education; Create a Nationally Renowned Culture for Diversity, Equity and Inclusion.

**Lutgarda Cowan**

**Full-Time Faculty, English**

Duration: Fall 2017 and Winter 2018

Salary: 75% of Annual Scheduled Salary

Purpose: A two-term professional leave is proposed for curriculum development in the field of Sustainability, Social Justice and Composition/Literature, specifically through poetry. The project will address issues of food security and how local communities are addressing localized problems of food production, and also study regional identities tied to food and culture by examining local dishes, recipes, and literatures. This project will provide the opportunity to gain global competency and experiential learning as related to local food issues. The study abroad experience supports experiential learning and global competency as an instructor, and advances PCC's Climate Action Plan through a key objective: "Increase sustainability curriculum through academic curricular programming at PCC."

The proposal supports PCC's Core Theme: Diversity, Equity, and Inclusion; and Strategic Theme: Create a Nationally Renowned Culture for Diversity, Equity and Inclusion.

**Tanya Mead**

**Full-Time Faculty, Education**

Duration: Fall 2017 and Winter 2018

Salary: 75% of Annual Scheduled Salary

Purpose: A two-term professional leave is proposed to learn best practices around mindfulness and K-12 Education as it relates to poverty, trauma, race and equity. As schools attempt to deliver quality education to diverse learners in an increasingly chaotic world, educators are turning to tools of mindfulness to develop focus and connectedness, build empathy and build more inclusive communities.

"Mindfulness practices have been with us for thousands of years...but they may be all the more relevant today given the technology-heavy environments in which young people grow up.

They have multiple competing demands on their attention at all times, much of it entertainment- or multimedia-focused and coming from a plethora of communication devices. Learning to ground oneself and to concentrate on the present moment, as mindfulness training does, can be critically important skills for young people to develop so that they do not get overwhelmed”.

–Dawna Tarchin Phillips, University of California-Santa Barbara

This work is being used by educators in high-poverty schools as well as by social justice educators who know that the body-mind connection is critical for learning, communication and understanding around social justice topics. Education students who work in high-poverty schools will benefit from these mindfulness strategies as they work in increasingly challenging classrooms.

The proposal supports PCC’s Core Themes: Quality Education; Diversity, Equity, and Inclusion; and Strategic Themes: Provide Outstanding Affordable Education; Create a Nationally Renowned Culture for Diversity, Equity and Inclusion.

**Rut Martinez-Alicea**

**Academic Professional, SE Multi-Cultural Center**

Duration:

Summer 2018

Salary:

100% of Annual Scheduled Salary

Purpose:

A one-term professional leave is proposed to focus on creating sustainable and strategic work structures at the SE Multicultural Center. The Multicultural Center will have three full years of operations since opening in September 2014. The SE Multicultural Center is the least funded and has the smallest staffing in the district, presenting the perfect opportunity to reflect on and evaluate the work done to create an intentional and strategic path for the future. With the completion of this project, students and community will have a SE Multicultural Center with a stronger theoretical foundation on Critical Race Theory, informed by national best practices, and with concrete tools to strengthen the ability of the coordinator and student leaders to serve students. The finalized product may serve as a model to other centers and will provide the college with a case study for the use of the *Take 5* process.

The proposal supports PCC’s Core Theme: Diversity, Equity, and Inclusion; and Strategic Theme: Create a Nationally Renowned Culture for Diversity, Equity and Inclusion.

**Michelle DuBarry**

**Academic Professional, Grants Office**

Duration:

Summer 2018

Salary:

100% of Annual Scheduled Salary

**Purpose:** A one-term professional leave is proposed to develop a “Writing Though Trauma” workshop to provide students with a supportive space to process trauma through creative writing, and also to pursue professional development and writing activities to improve grant writing skills. One study found that 89% of community college students had experienced at least one traumatic event. PCC counselors and faculty report large numbers of students who are coping with tremendous loss and hardship. Research has shown that writing about traumatic experiences results in significant physical and mental health improvements. The workshop will advance the mission of the college by supporting student success and building compassion, community, and empathy among trauma survivors and the PCC community. The project will also include time to study and practice writing skills while deepening connections to PCC students which will lead to stronger, more competitive grant proposals and more grant funding for the college.

The proposal supports PCC’s Core Theme: Access and Student Success; and Strategic Themes: Drive Student Success; and Ignite a Culture of Innovation.

**Sharon Allen**

**Academic Professional, Disability Services**

**Duration:** Spring 2018

**Salary:** 100% of Annual Scheduled Salary

**Purpose:** A one-term professional leave is proposed to develop a systematic and comprehensive French dictionary for use within the TypeWell software so that students who experience hearing loss will have an equal opportunity to study world languages as their hearing peers. TypeWell (an abbreviation-based-transcribing system widely used at PCC and around the country) provides real-time English speech-to-text access in the classroom and helps provide equal access to PCC’s high-quality spoken language instruction for students who would otherwise be excluded because of their hearing. This project will provide students who experience hearing loss with the ability to take French language classes by providing a tool that translate the instructors words into written French. Portland is home to a vibrant French-speaking community. In addition to French language classes taught throughout Portland in local high schools and college/universities, the Portland French Alliance <http://www.afportland.org/> offers classes, conversation groups, and community events for local francophones. There is a French immersion school for young children, l’Etoile, <http://www.letoilfrenchschool.com/#en>. The potential opportunity for students who experience hearing loss to participate in French language activities reaches beyond PCC’s walls. This project also provides a model by which transcription dictionaries can be developed for other languages.

The proposal supports PCC's Core Themes: Diversity, Equity and Inclusion; Quality Education; Access and Student Success; and Strategic Themes: Create a Nationally Renowned Culture for Diversity, Equity and Inclusion; Provide Outstanding Affordable Education; Drive Student Success; Ignite a Culture of Innovation.