The Transformative Educator: Borders, Bridges, & Frontiers
Anderson Conference
April 21, 2017
Portland Community College
Cascade Campus
FULL PROGRAM
Google Doc available at http://bit.ly/ACApril2017FULL

8:00 a.m. to 8:30 a.m. Registration and Breakfast
Welcome and Opening Activity **8:30 a.m. to 9:15 a.m.** *Student Union 202, 203, and 204*
Transition to Workshop I *9:15 a.m. to 9:30 a.m.*
Workshop I *Breakout Sessions* **9:30 a.m. to 10:40 a.m.** *Cascade Hall (CH) and Terrell Hall (TH)*
Transition to Workshop II *10:40 a.m. to 10:55 a.m.*
Workshop II *Breakout Sessions* **10:55 a.m. to 12:05 p.m.** *Cascade Hall (CH) and Terrell Hall (TH)*
Lunch **12:05 p.m. to 1:20 p.m.** *Student Union 202, 203, and 204*
Workshop III *Breakout Sessions* **1:20 p.m. to 2:30 p.m.** *Cascade Hall (CH) and Terrell Hall (TH)*
Transition to Plenary *2:30 p.m. to 2:45 p.m.*
Illuminations Project **Plenary and Dessert** **2:45 p.m. to 3:45 p.m.** *Student Union 202, 203, and 204*

Brief program version available at ***http://bit.ly/ACApril2017Program***

Cascade Hall (CH) 210
Entercation: But Really It's Edutainment for the Modern Educator
Presenters: Luke Givens and Elizabeth Guzman-Arroyo

Yes, you read that right! We said Entercation and Edutainment, and no we didn't make those words up. Are you tired of reading negative reviews on your course evaluations? Well, come learn how to combine education and entertainment into curriculum so that you can challenge, empower, and maybe even infuriate your students.

Learning Outcomes

- Participants will develop a better understanding of the ways in which new technology can be used to enhance the educational experience.
- Participants will be able to implement a sustainable model for integrating current events into classroom instruction.

Explore multiple approaches through which to engage students from various backgrounds, aptitudes, and learning styles.

Cascade Hall (CH) 304
Nonviolent Communication for the Classroom:
Resolving Conflict with Respect
Presenter: Melissa Tennyson

This workshop provides an introduction to Nonviolent Communication (NVC). Nonviolent communication, a concept developed by Marshall Rosenburg, has been used all over the world, and has been proven to be an effective tool for creating mutually respectful relationships. We will talk specifically about how NVC can help build respectful relationships among students, teachers and administrators. We will discuss how NVC can be extremely useful for creating a supportive learning environment in the classroom, achieving more cooperation and less conflict, motivating students, and energizing your own teaching.

Learning Outcomes
In this workshop, participants will:
- Learn the basic principles of NVC (Nonviolent Communication)

- Discuss how to create mutually respectful relationships between students, teachers and administrators
- Learn how to create more cooperation and less conflict in the classroom
- Develop tools and strategies for dealing with a variety of conflict situations related to the classroom

Cascade Hall (CH) 305
Interdisciplinary Collaboration:
A Practical Approach for Communication
Presenters: Cynthia Thornburgh and Laura Horani

This presentation provides a model for interdisciplinary collaboration between ESOL Academic Communication classes and General Education and CTE courses at Portland Community College. The model is a multi-year project at two campuses that has provided ESOL students with an opportunity to experience these courses as guests prior to completing the ESOL program. Collaboration across disciplines increases student access, success and retention.

This session will explain how interdisciplinary collaboration enhances communication skills for students and will demonstrate how this type of collaboration can be personalized for different courses and curriculum. For native English speakers, this project provides an opportunity to communicate, perhaps for the first time, with someone from another culture. This gives students an expanded worldview that is difficult to get without travel or regular contact with other cultures. For PCC graduates, these soft skills are increasingly in demand in a globalized workplace. For ESOL students, the project provides an opportunity to gauge their academic listening and speaking skills in a practical application, introduces them to courses they may never have considered taking, and allows them to engage with native English speakers and instructors in actual courses, resulting in increased retention and enrollment.

Participants will examine an innovative model for engaging students in real world experiences to provide the opportunity for their students to work in diverse groups. After an explanation of the model, participants will explore ways to adapt this concept to their own classes.

Learning Outcomes

1. Faculty members will become aware of the research-based benefits of interdisciplinary work with ESOL students to internationalize their curriculum.
2. Participants will discover how providing an introduction to General Education courses will aid

in retention and increase enrollment in these courses.

3. Participants will learn how this project provides a less labor-intensive way for faculty to market their programs.

4. Participants will have the opportunity to work in small groups to discuss how the project could be incorporated in their program/discipline, and explore ways to move beyond observation.

5. Administrators will discover an innovative way to promote cross-curricular collaboration.

Cascade Hall (CH) 310

The Social Microcosm: How and Why the Classroom Is the Hub of Social Engagement for Community College Students
Presenter: William Butler-Paisley

Community college students experience college differently than their university counterparts. Most notably, their relationship with the campus is dramatically altered due to commuting and external life constraints, such as employment and family. Whereas "traditional" university students have abundant opportunity for social engagement within the post-secondary community, community college students often allocate campus time only for attending class. This limited amount of time on campus negatively impacts student success, as research has repeatedly shown. However, scholars have begun to shift focus to the classroom as a robust environment for social interaction. The academic literature shows that the benefits of social interactions for students include a) broadening information networks, b) increasing persistence, c) improving sense of belonging, and d) developing support groups.

The purpose of this presentation is to report findings from a qualitative study of instructors who actively promote social engagement in their community college classrooms. The primary research questions for this study focused on the value of promoting social interactions in the classroom and discovering practices for doing so. This presentation will include an overview of this topic from the academic literature, findings from the study, discussion centered around developing promising practices, and interactive exercises relating to promoting social interaction in the classroom.

Learning Outcomes
- To understand the value to student success of promoting social interaction with the community college classroom.
- To explore and adopt practices for promoting social interaction within the community college classroom.

Terrell Hall (TH) 100
Supporting Women and Minorities in STEM
Presenter: Jenna Bell

Attendees with be familiar with at least 15 things they can do in their classroom to support students in STEM. Attendees will have discussed implementation of at least one thing they can do in their class to support non-traditional STEM students.

Learning Outcomes
- Introduction to a variety things that faculty can do to support students following a STEM academic path
- Introduction to the EXPrESS grant (pcc.edu/express) and what it is doing this year to support students

Terrell Hall (TH) 200
Media Literacy in the Classroom and Beyond:
How to Help Students Challenge Mainstream Narratives
Presenter: Lewton Jones

The presenter will bring examples of print and audio-visual media for participants to analyze and discuss. Participants will have an opportunity to brainstorm ways to assist students in deconstructing mainstream messaging and corporate dominance regarding mainstream narratives.

Learning Outcomes
 As a result of attending this session, participants will leave with ideas about
- Creating support systems for seeing through disinformation
- Promoting media literacy in the classroom
- Empowering students to gain clear understanding of popular media

Terrell Hall (TH) 201
I'm Not College Material...Or Am I? Building Bridges to High School Through Career Exploration
Presenters: George Warneke, Andrew Cronk, and Adrian Rodriguez

This workshop provides an opportunity to discuss the needs of high school students who are in their decision phase of life. Is college right for them? Does college prepare them for a career? If four year college is not in their future, then what? Do high school counselors direct them to other options? Help us answer these important questions. We will share with you an exciting experimental hands-on program that creates a bridge from high school to CTE programs, PCC, and beyond! Then, we will challenge you to think of ways that your SAC could adapt this model or create a new one.

Learning Outcomes
- Identify the needs of high school students for whom a 4-year college experience may not be a good fit.
- Identify ways in which PCC programs and departments can meet the needs of these students while they are still in high school.
- Adapt a new experimental, hands-on program to bridge from high school to CTE programs and beyond.

Workshop II
10:55 a.m. to 12:05 p.m.

Cascade Hall (CH) 210
Expanding Access to Education:
Faculty Connecting Students to Scholarships
Presenters: Martha Bailey and Jennifer McBratney

This interactive workshop provides faculty and APs the opportunity to discover the potentially life-changing resources for students the PCC Foundation offers, and the important role PCC faculty and APs can play in connecting students to those resources.

The number one barrier for students in higher education is the cost. This workshop will engage faculty and APs in ways to ally with the PCC Foundation to expand access to education for PCC students through PCC Foundation scholarships. Activities will include practice in getting

scholarship information to students, helping students write good applications, serving as references for students, and reading and evaluating applications from students.

Learning Outcomes
Participants in this session will:
- Understand the role of the PCC Foundation in supporting students
- Explore the important role faculty play relative to Foundation scholarships
- Understand scholarship applications by evaluating samples

Cascade Hall (CH) 304
Best Practices for Student Veterans
Presenter: Stephanie R. Culbreath
Student Panel:
Alice Phrakonkham, Esteban Acosta, Daniel Kaplan, and Erik Bittel

I will begin the presentation with an introduction to military culture through my own life experience, student stories and forms of mixed media. I will introduce best practices for helping student veterans transition to the world of higher education through new student orientations, on-campus veteran service centers, prospective student outreach efforts, faculty training, and community education. The importance of effective relationships with counseling and psychological services tailored to student veterans, as well as outside community resources for various social services. There will be a student panel to answer a series of prepared questions and some audience questions. I will also have a short question and answer session at the end of the presentation.

I started at the Rock Creek Veterans Resource Center in September of 2012 as a student advocate. In September of 2012 there were 5-7 students coming in a day. Currently, there are 60-80 students in the Rock Creek Veterans Resource Center a day. I would like to share what is working within the center model and practices that have contributed to this dramatic shift. In Spring 2016 the F.T.E on the Rock Creek Campus, 17.9 percent of the students were veterans under VA Education Benefits.

Learning Outcomes
- General insights into military culture that directly affects communication and behavior in the pursuit of higher education.
- Understand the unique needs of Veteran Students transitioning from the active duty military in the world of higher education.

- Know the characteristics of the Veteran Student Population at Portland Community College from an in depth study performed through the Rock Creek Veterans Resource Center.

Cascade Hall (CH) 305
Flipping a Social Justice Classroom:
Popular Education For Applied Problem-Solving
Presenter: Jimena Alvarado

This workshop is focused on some of the lessons I've learned in 3 terms of a flipped-classroom approach for teaching Introduction to Women's Studies. I'll talk about the ways I teach from a complex intersectional perspective while simplifying the language and the concepts into accessible examples that reflect my students' current lives. The workshop will be interactive, focused on the same kind of small-group work that I use in my classroom sessions, to let you explore the materials I've created. You'll see examples of dynamic classroom activities that help students wrestle with difficult ethical dilemmas and specific scenarios. You'll spend some time supporting each other in considering how these ideas might apply to your own classrooms and training efforts. I'll share some of my stumbling points and some of the strategies I've used to improve the learning environment.

Learning Outcomes
- Become familiarized with the concept and process of flipped classrooms and popular education pedagogies.
- Visualize possible activities for engaging students in social justice from an intersectional approach.
- Participate in a facilitated experience that focuses on the participants' voices and knowledge.
- Consider possible applications of the observed pedagogical tools for other classroom and training scenarios.

Cascade Hall (CH) 310

Finding the Human In Humanities: Brainstorming On the Problem of Cross-Temporal Barriers to Learning In the Humanities
Presenter: Timothy Watson

In much of the content of our humanities and social science courses, students are finding difficulty seeing past historical barriers. That is, subjects, texts, content, etc. that require the learner to grapple with the meaning and significance of worldviews, metanarratives, and individual stories from the past. These voices from the past are expressing radically different perspectives and are often dismissed by our students as incomprehensible because of current social taboos involving race, gender, sexuality, violence, etc. In other words, our students are questioning the relevance or usefulness of learning anything from voices they deem "inhuman" by current moral standards. In fact, to many of our students, the history required to understand the present, isn't "our" history but some failed version of humanity that should be shed and replaced. In this workshop, after briefly evaluating our current approaches to historical content, we will brainstorm on curriculum designs that could facilitate the suspension of contemporary constructs long enough to really hear the human voice in the protagonists of our history.

Learning Outcomes
Attendees of this workshop should have an opportunity to
- Explore the cross-temporal barriers to learning in their own curriculum
- Exchange ideas of approaches to overcome these boundaries
- Share and receive reports of successes and not-so-successes in this
- Brainstorm with like-minded faculty on design ideas to bridge this gulf

Terrell Hall (TH) 100

Breaking Down Barriers By Combatting Implicit Bias
Presenter: Ann Su

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Location: CH 305
Participants will leave with an understanding of what implicit bias is and the unintended and negative consequences it can have in higher education: classroom, hiring practices etc. Participants will be given strategies for reducing the negative influence of implicit bias through usage of a "toolkit."

Learning Outcomes
- Participants will be able to define and describe implicit bias.
- Participants will be able to know where to go to further self-evaluate areas of possible bias in gender, race and other categories by taking an online test.
- Participants will be able to identify areas in which they may be at risk for greater unconscious/implicit bias and work on correcting for negative impacts in those areas.
- Participants will learn techniques and strategies for reducing the impact of negative biases.

Terrell Hall (TH) 124
Are You Up For "The Challenge"?
Get Out Of The Classroom And Into The Community!
Presenters: Hannah Cherry, Alissa Leavitt, Lisa George, & Laura Sanders

What does it take to engage the diverse students in your classroom? Could it be going outside? Community-Based Learning/Service-Learning is a powerful tool that creates meaningful and purposeful connections between class content and students' lives. Before your students go out into the community, it is essential to identify organizations that will be partners in the learning experience. Definitely not an easy task! Are you up for the challenge? In this interactive workshop, utilize the tools and resources provided to go outside and explore potential partnerships with diverse community organizations.

Please be prepared to move a short distance (about 2 blocks) outside to EXPLORE opportunities on campus and in the community -- Cascade Campus Student Services and Rosemary Anderson. The walkways and both buildings all have curb cuts to accommodate people with wheelchairs.

Learning Outcomes
After this workshop, participants will be able to
- Create space for diverse communities to voice their needs in order to establish and maintain partnerships that are mutually beneficial
- Connect with potential community partners within the vicinity of their campus
- Identify potential opportunities for diverse students
- Learn how a scavenger hunt can support real-time networking
- Understand CBL as a high impact practice to support student success.

Lunch will be served from 12:50 p.m. to 1:20 p.m. in Student Union 202, 203, and 204.

Workshop III
1:20 p.m. to 2:30 p.m.

Cascade Hall (CH) 210

Disability Cultural Competency: Diversity, Equity, and Social Justice

Presenters: Kari Hanken and Angel Chesimet

This is an introductory session discussing disability culture, laws, and history which provide a context for understanding disability not as a medical problem but as a socially constructed phenomenon. The session offers participants an opportunity to discuss and ask questions relating to the disability experience, ableism, and accessibility.

Learning Outcomes

As a result of attending this session participants will:
- Define the social and medical models of disability and identify aspects of the models that both create and remove barriers for people with disabilities.
- Understand the historical context of disability culture, disability rights movement, and civil rights legislation.
- Articulate ways to improve accessibility, reduce barriers, and increase inclusion for people with disabilities at PCC though the reduction of attitudinal, technological, and physical barriers.

Cascade Hall (CH) 304

PCC Fostering Success:
Building a Support Network for Foster Youth Students

Presenters: Neal Naigus and Lisa Feinics

We will present data on foster youth and an understanding of the trauma many have experienced, and how that trauma creates unique issues for foster youth in succeeding in college. We will also present an overview of Fostering Success at PCC, and how all faculty and staff can get involved and support the program and the students.

Learning Outcomes
- Learning Issues Foster Youth Face
- Understanding How We All Can Play A Role In Supporting Them At PCC

Cascade Hall (CH) 305

Handling Conflict or Difficult Conversations

In the Classroom or Meetings
Presenter: Rut Martínez-Alicea

In this highly interactive session, participants learn and create collective learning on concrete social justice-informed strategies and skills to handle and facilitate difficult conversations in the classroom and at meetings. Conversations about aspects of identity are difficult and while sometimes the class subject matter makes these conversations part of the class experience, often these conversations inevitably come up as part of the daily comings and goings of students, staff and faculty. Knowing that this will be an unavoidable part of our experiences at PCC, it's important that we develop a plan for and skills in the facilitation of difficult conversations.

Learning Outcomes
1. Apply social justice principles and methodologies to establish group agreements to create and promote safer and braver spaces for dialogue on difficult subject matters such as education inequity, systems of oppression, racism, sexism, heterosexism, etc.
2. Explore and evaluate concrete strategies to facilitate difficult conversations through the lenses of social justice.
3. Participate as active allies and agents of change at PCC in alignment with the values and principles of equity and social justice for the success of our students, staff, faculty and communities.

Cascade Hall (CH) 310
Trans Inclusion 101
Presenters: mae stephenson, Marcus Mastrud, and Kole Jules Render

This workshop is designed to support faculty and staff in creating more inclusive spaces for trans, non-binary, and gender-nonconforming students at PCC. PCC has the highest percentage of transgender and gender-nonconforming students of any Oregon community college and one of the highest of any higher education institution in the state according to a 2013 survey by the Oregon Student Association. According to a 2010 survey from the Q Research Institute for Higher Education, 38% of trans and gender-nonconforming college students reported seriously considering leaving their institution. The workshop will identify appropriate terminology, explore the difference between sex and gender, provide an overview of gender pronouns and PCC's Pronoun Support Sheet, review PCCs preferred name system, and provide general do's and don'ts for creating inclusive communities for trans, non-binary, and gender-nonconforming students.

Learning Outcomes

Participants will have the opportunity to learn how to
- Create inclusive programming/classroom communities for trans*, non-binary, and gender-nonconforming students
- Understand and appropriately utilize gender pronouns
- Understand and appropriately utilize PCC's preferred names system
- Understand and appropriately utilize LGBTQ+ terminology

Terrell Hall (TH) 100

Are Grades Earned or Awarded? Using Metacognition Activities To Build Academic Capital and Put Students Back in the Driver's Seat of Their Performance

Presenters: Barbra Steinhurst, Dana Harker

How often do we hear "the questions weren't what I expected" or "the test didn't look anything like the homework"? In their 2011 book Breaking Through the Access Barrier: How Academic Capital Formation Can Improve Policy in Higher Education, St. John, Hu, and Fisher defined academic capital as the "social processes that build family knowledge of educational and career options and support navigation through educational systems and professional organizations." Since then, academic capital has been increasing in its popularity as a means of describing the impact of one's social, economic, and academic upbringing upon college performance. Among these social processes is the ability to accurately evaluate one's readiness for assessment and to efficiently and accurately assess one's own learning. Students who lack this skill walk into exams and practicals feeling levels of confidence that do not match their readiness for the activity and often end up surprised by the results. Examining and developing these skills can be difficult, time-consuming, and subjective. This workshop will explore various activities aimed at assessing and developing student metacognition and self-awareness while engaging directly in specific course material. The activities are applicable or adaptable to nearly all academic disciplines as well as many career and technical programs. The presented activities are designed to minimize impact on instructor workload while maximizing impact on student self-awareness and ultimately increasing student empowerment to determine their own performance.

Learning Outcomes
- Attendees will recognize the role of academic capital, including general academic skills, in student success.
- Attendees will recognize the role of metacognition among academic skills.

- Attendees will leave with multiple ideas for incorporating metacognition-building activities into their classrooms.

Illuminations Project and Dessert
2:45 p.m. to 3:45 p.m.
Student Union 202, 203, and 204