

ASSOCIATION REPRESENTATIVE REPORTS**AGENDA ITEM IX-3**

CCC Board of Education – Topic Summary	
Topic:	Full-Time Faculty Report
Date:	October 14, 2026
Presenter:	Beverly Forney, FTF President
Division/Department:	Full-Time Faculty Association
RECOMMENDATION:	Information Only

REASON FOR BOARD CONSIDERATION:

This is a monthly report for the Board's information.

Beverly Forney (Business and Computer Science)

We are launching a new business course, Principles of Banking. This is in partnership with the Oregon Bankers Association. This is a 3-credit course that will be launched in Winter term pending it's approval by Curriculum Committee in the next two weeks.

Jane Littlefield (Library & Center for Teaching & Learning)

- Library FTF launched a new online resource for Spanish-speaking students: Temas Difíciles. This is the Spanish version of our Tough Topics collection that launched a few years ago to help students find information about topics they might not be comfortable asking for help about. You can view the site here: <https://libguides.clackamas.edu/temas-dificiles>
- SD DeWaay wrapped up the LSTA grant Library FTF secured last year to purchase Spanish-language materials and support Spanish-speaking students. We purchased 146 titles, translated two topic guides, and created and translated a brochure related to these new collection items.
- This month CCC Library is celebrating [Banned Books Week](#), [Hispanic Heritage Month](#), National Coming Out Day, and Dia de los Muertos with book displays, online topic guides, and posts on our Instagram account @libraryccc.

The **Center for Teaching and Learning (CTL)** kicked off the new academic year with a several exciting faculty development opportunities:

- We welcomed our new First Year Faculty Experience (FYFE) cohort for the 3-day FYFE Institute during Ramp-Up week. Four new FTF. Colleagues, Courtney Baker (Human Services), DeAnn Vermillion (ESOL), Todd Walker (English), and Joshua Wimp (Automotive) making up our 10th FYFE cohort since FYFE began in 2015. We are looking forward to working with these faculty in the FYFE Seminar through this academic year and supporting their first year as Full-Time-Faculty at CCC to improve student learning, retention, instruction and belonging.
- We launched a new Faculty Learning Community (FLC) on Giving Students Meaningful Feedback for Learning. Nineteen faculty, both Associate and Full-Time, are participating in the FLC, which began with 2 all-day meetings the week before in-service. Faculty in the FLC are busy implementing new feedback practices and tools with students this fall and will be meeting in late November to share the results of their improvement efforts. The FLC

faculty are: Josh Aman (Business and Computer Science), Keely Baca (Social Sciences), Tory Blackwell (Science), April Chastain (Horticulture), Jennifer Davis (English), Hannah Dierdorff (English), Amy Drouin (Nursing), Xiaojie Dong (Science), Taylor Donnelly (English), Abraham Encinas (English), Mike Farrell (Engineering), Ivana Ferguson (ESOL), Beth Ann Keen (Medical Assisting), Erin Kelly (Math), Jessica Kissler (Social Science), AK Kotash (Science FTF), Kathryn Long (ESOL), Christina Leese (Nursing) Maria Sorentino (Business and Computer Science), This FLC is being facilitated by CTL faculty, Jil Freeman and Elizabeth Carney.

- In addition to the two workshops we led during Inservice, we are hosting fall term faculty development workshops and programs on Assessment Reporting, De-Escalation Skills for Classroom Management, Colleague Observation and Feedback, Mid Term Student Feedback Processes and Tools and much more.

Tory Blackwell (Science)

We are in the process of selecting the final cohort of students for our Bridges to Baccalaureate program. This program is a collaboration between us, PCC, and PSU where we are able to provide mentoring, a research placement, and two years of tuition remission and stipends. Students get a year of support of CCC or PCC and then transfer to PSU where they receive a second year of support. This program is geared towards students planning to pursue degrees that fall under the category of biomedical research.