

# FACULTY COMMONS

## WINTER 2019 PROGRAM

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If you are unable to attend a portion of one of our workshops for faith-based observations, we will make the key components of a workshop available to you. If you have questions, please feel free to contact the facilitator to make arrangements.

See our SharePoint Site for our most updated offerings, including days and times.

All information provided here is subject to change. Life happens!

### Happy New Year!

Check out our developing Faculty Commons [SharePoint site](#), where you can find our most updated calendar, our Faculty Commons Council meeting minutes, and our new [Educational Excellence site](#). On the Educational Excellence site, you'll find a curated library of teaching/learning information, a Faculty Focus blog, and our Diversity blog! BC instructors Stephanie Brommer and Ron Holland are leading this effort. Take a look at the type of good stuff you can read and contribute on our site.

#### "The Value of Collaborative Problem Solving" by Stephanie J. Brommer, Social Science



For me, the beauty of starting classes is the wonderful diversity of students I get each quarter and the different dynamics of each class. But not everything always goes smoothly for students and at times, they will exhibit problems such as not submitting assignments, not focusing because they're texting away on their phones, refusing to engage in group work, disrupting the learning environment for other students, etc. Collaborative Problem Solving is an important tool faculty can use to address challenging behaviors of any students in the learning environment...

[Continue reading at our blog site.](#)

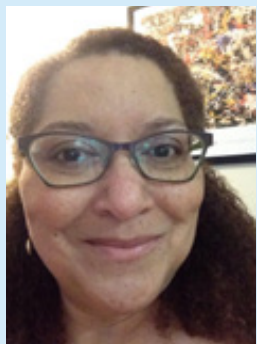
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## VISIT US ONLINE

[bellevuecollege.edu/facultycommons](http://bellevuecollege.edu/facultycommons)

*Happy New Year, continued*

**"Visiting an online discussion with students about the concept of 'reverse racism'" by Kimberly Pollock, Cultural and Ethnic Studies Faculty**



I've been teaching an online race class for over 10 years now and being able to see students from across our nation, and who come from different parts of the world, have a thoughtful discussion about their experiences with race

has been a wonderful education privilege. It has helped me to see, close-up and personally, how race impacts their daily lives. And having this discussion, which I moderate, has allowed me to see the imprint of race in my student's lives, and then it calls for me to use my own experiences with race, from both my own lived experiences, combined with the more than 30 year study of the subject that has become a basic component of my life, I have been granted a wonderful laboratory through which to examine this social construction that has shaped my life. What follows is the basics of a discussion that I had with a couple of students in my Race in America class. I have changed names and edited some of the student's words for meaning. The jewels that are to be found from telling the stories of our lives, and then examining them through a filter of race, allows us to see things that we may not have thought of before. I present this discussion for your consideration... [Continue reading at our blog site.](#)



*We will hand out Faculty Commons swag to the first 50 people who comment on any of the blog posts!*

## CALL FOR PROPOSALS

*We have a streamlined proposal form ready for you!*

The Faculty Commons supports programming that will inspire colleagues to come together to learn, share, and develop a supportive community. Proposed programming can include workshops of any length, speakers' series, promising practices sharing, book discussions, cross campus collaborations, or another form of professional advancement we haven't even conceived of! Simply make sure your idea fulfills the Mission of the Faculty Commons. Once submitted, the Faculty Commons leadership will review your proposal and work with you to fine-tune it.

It's not too early to submit a proposal for Spring 2019. To be considered, please submit your proposal by **February 11.**

[Submit proposals here.](#)

## \*STIPENDS

Most workshops advancing teaching, learning and assessment frameworks and methodologies offer participants the opportunity to earn a stipend. The workshops with a stipend available may include such activities as scholarly reading, reflective writing, curriculum revision, lesson planning, classroom observations, or presentations. Stipends are tied to deliverables and hours. To receive the stipend, participants must be a current BC faculty member and successfully complete the course and its activities, as well as provide feedback in the form of a course evaluation. Instructors may take a workshop more than once but will receive a stipend only once per workshop.

# Faculty Development Workshop Strands and Suites



The Faculty Commons is putting a new twist on Faculty Development with the introduction of strands and suites of workshops that follow a meaningful path based on your current needs as a faculty member. We've done the research, created the workshops, and collected the opportunities both in the Commons and other areas on campus where faculty engage in PD.

## The Developing Instructor Academy

You might be brand new to college teaching—or have been teaching for a number of years but want to ensure you have the basics covered. We have identified key elements of college teaching, learning, and assessment and divided those into 3 strands: **Nuts and Bolts**, **Student Engagement**, and **Transparent and Relevant Assessment**. Participants will come away with a basic theoretical understanding of the topics and practical applications for their courses. You might discover an area you would like to dive deeper into in future quarter workshops and we will help you make those plans.

### How to get involved:

- Sign up for one or two strands this quarter; make a plan to complete all 3 over time.
- If you'd like to just come to one session, send Jen Anderson an email a day or two before a specific session so she can send you any accompanying material. No stipends are available for drop-in participation.

Days/Times	Fall	Winter	Spring
Tuesdays/2:30-4:30	Nuts and Bolts	Transparent and Relevant Assessment	Student Engagement
Fridays/12:30-2:30	Student Engagement	Nuts and Bolts	Transparent and Relevant Assessment



## Nuts and Bolts Strand

**8 Fridays, 12:30– 2:30 p.m. in D104H**

So what are the basics of being a college instructor? What do we need to know and do to fulfill our job with our students? We've brought together the elements of effective teaching into one strand of sessions. Throughout these sessions we introduce and intertwine equity and growth mindsets as we do hands on activities with our syllabi, outcomes, lesson plans, and student support strategies.

**25 PD Hours**

**\$300 stipend available for instructors who attend a minimum of 7 of the 8 sessions and complete the related work. 10 seats**

**[Register here.](#)**

*For more information, contact [Jen Anderson](#), A&H.*



Nuts and Bolts Strand Syllabus	
<b>1/11</b> The Learner-Centered Syllabus	Review what should/should not be included in one's syllabus and how to write your classroom management and course policies. Use syllabus quizzes; student-developed classroom norms/expectations to start your next quarter.
<b>1/18</b> Connecting Outcomes to Performance	Understand your course outcomes and develop the practice of connecting lessons to outcomes. Learn how a librarian can support you!
<b>1/25</b> Universal Design for Learning I	Share ideas for lesson planning and delivery with a focus on Universal Design for Learning (UDL) and explore Equity/Growth Mindset vs. Deficit Mindset.
<b>2/1</b> Universal Design for Learning II	Share ideas for lesson planning and delivery with a focus on Universal Design for Learning (UDL) and explore Equity/Growth Mindset vs. Deficit Mindset.
<b>2/8</b> High 5	Discuss the practices proven to increase retention: 1. learning students' names; 2. transparent assignments and assessments; 3. immediate intervention; 4. meeting students one-on-one; 5. master of paradox
<b>2/15</b> Boosting Student Success + the Transparent Assignment	Use the Transparency Theory Framework to revise one assignment, making the "why" behind each assignment clearer for our students.
<b>2/22</b> Partnering with Student Support Services	Learn ways faculty can partner with key student service providers on campus (Counseling, MCS, DRC, Advising) to be in compliance and to enhance student learning and support.
<b>3/1</b> Significance of Reflection	Build student reflection and your own instructor reflection into a regular practice to add depth to learning in the classroom. Make plans for what's next!



## Transparent and Relevant Assessment Strand **NEW**

**8 Tuesdays, 2:30 – 4:30 p.m. in D104E**

As instructors, we all realize the importance of assessment when it comes to student learning and success. Do we take the time, though, to make sure we are assessing what students need to know in a way that is relevant and transparent to our students? How do we define and view assessment and what are creative ways to assess student learning beyond papers and tests? The Transparent and Relevant Assessment Strand of faculty development focuses on these questions, investigating the variety of ways we can assess student learning in a creative and relevant way.

**25 PD Hours**

**\$300 stipend available for instructors who attend a minimum of 7 of the 8 sessions and complete the related work**

**10 seats; [Register early here.](#)**

*For more information, contact [Jen Anderson](#), A&H.*

Transparent and Relevant Assessment Strand Syllabus	
<b>1/15</b> Classroom Assessment Techniques I	Explore a variety of Classroom Assessment Techniques (CATs) that can be used to illustrate student learning and needs in the classroom. They are simple, non-graded, in-class activities designed to provide feedback to the instructor on what students know and what they need to spend more time on in the classroom.
<b>1/22</b> Classroom Assessment Techniques II	Continue learning about classroom assessment techniques that could be used to assess student learning. Try some of these useful techniques out in an interactive workshop.
<b>1/29</b> Transparency Theory	Learn about the Transparency Framework to reconstruct assignments to maximize clarity of the “why” “what” and “how” behind the assignment for students.
<b>2/5</b> Rubrics and Quality Feedback	Discuss how to design and use rubrics for all assignments. Learn how to provide quality feedback to students that can assist them in their future assignments right from the start of the quarter.
<b>2/12</b> Team-Based Learning	Examine best practices when it comes to team-based learning and assessment in the classroom.
<b>2/19</b> Effective Use of Peer Review	The use of peer review can assist in both building community in the classroom and providing students with an eye for assessing the work of others. Examine how to use peer review effectively in the classroom.
<b>2/26</b> Final vs. Finale	Explore options other than a “final” for the final course assessment. Topics covered include project-based learning assignments, ePortfolios, among others.
<b>3/5</b> Significance of Reflection	Build student reflection and your own instructor reflection into a regular assessment practice. Make plans for what’s next!

# Workshop Suite of High-Impact, Equity-Based, Integrative Teaching & Learning Frameworks and Practices

Take a deeper dive into teaching and learning frameworks and practices that are based in research on how people learn, proven to increase retention, and meant to create an equitable learning opportunity for all of our students. Learning about, practicing and using these frameworks will make a difference to your success as an instructor and in turn the success of our students as learners.

## High 5

**Online starting January 28, with on-ground or remote-in meetings: Mondays, January 28 and February 25, 12:30 – 2:00 p.m. in D104E**

High 5 is Bellevue College's movement toward closing the student success gaps! Develop your teaching toolkit and share ideas with colleagues about how to implement 5 high-impact strategies proven to increase student retention rates because you and your students are connecting in meaningful ways. These practices are based on research literature from *Achieving the Dream* school, Odessa College's student success initiatives, Central Michigan University's "Putting Students on Track with Early, Frequent, Low-stakes Assessment" and UNLV's Transparency in Learning and Teaching (TILT) initiative. We will dive into the following five strategies in this workshop:

1. Interacting with students by name during the first week of a new term
2. Monitoring student behavior and progress and intervening when an issue arises
3. Creating transparent assignments and assessments (revised for Winter 2019!)
4. Meeting with students one-on-one and communicating routinely about their course performance
5. Becoming a "master of paradox" (i.e., maintaining a structured course while allowing for some flexibility)

**10 PD Hours**

**\$100 stipend\***

**10 seats; [Register now!](#)**

For more information, contact [Archana Alwar](#), Adjunct Mentoring Lead.

## Am I a Reading Instructor?

(The answer is, Yes!) Reading Apprenticeship Basics

**On ground: Thursdays, January 17, 31, and February 14, 1:30 – 3:30 p.m. in D104E**

Have you had students who struggled with the content of your course and you wondered if their reading comprehension skills played a role? Have you ever thought about how you, an expert in your discipline, make sense of the literature in your field? Reading Apprenticeship (RA) bridges the experience of the novice and expert reader into an equity-based framework for instructors across academic disciplines by incorporating reading comprehension into their teaching methods. RA is a data-proven approach for instructors of ALL subjects to increase student completion rates.

**In this 3-session workshop, we will cover the following:**

- How to recognize and model for students the reading strategies you use as an expert reader in your subject area
- How to engage students in understanding their own thinking processes—the power of metacognition
- How to help students talk about the process of reading discipline-specific texts– to help expose and solve comprehension issues
- How to include reading instruction as a safe, meaningful support to your content area

**10 PD Hours**

**\$100 stipend\***

**10 seats; [Register now](#)**

For more information, contact [Timothy Chang](#), ABE/HSC FT Faculty, or [Margi Goertz](#), ABE/HSC PT Faculty

## Teaching Square: Universal Design for Learning (UDL)

Meeting times will be determined by a poll of registered participants. You will be contacted by Archana by January 7 to complete the poll.

In winter quarter, you can join fellow faculty members to learn from one another through a non-evaluative process of reciprocal classroom observation and self-reflection. The focus of this Teaching Square is UDL, so you will review the UDL framework for teaching and learning and then observe other instructors' teaching in light of UDL. One faculty's comments about engaging in a teaching square: "I have known that there isn't a 'one right way' to teach, but by truly being in the mindset of observing the learning process across the spectrum, I was able to actually see that truth. It was humbling to see such diversity in teaching and learning."

**10 PD Hours**  
**\$150 stipend\***

**4 seats available. Registration closes January 4 so the group can begin planning for the quarter. [Register now.](#)**

*For more information, contact [Archana Alwar](#), Adjunct Mentoring Lead.*

## Preparing for the First Week of Class by Creating an Inclusive Environment

**Fully Online: January 17 – February 14**

**Optional meeting Wednesday, January 30, 1:00 – 2:00 p.m. in D104E, remote participation available**

Preparing for the First Week of Class is a workshop meant for new and seasoned faculty. We will share ways to create an environment in which every student benefits. You might have learned practices for creating inclusion of all students in your class. You may have even incorporated some of the elements into your day-to-day instruction. Now, in this workshop, with a review of inclusion, we'll explore

ways to ensure an inclusive start to your next quarter. This workshop meets fully online and is designed to be relevant to your instruction whether you teach face to face, hybrid or online.

**10 PD hours**  
**\$100 stipend\***  
**10 seats; [Register today](#) with January 15 deadline.**

*For more information, contact [Archana Alwar](#), Adjunct Mentoring Lead.*

## Accommodations Unwrapped **NEW**

**6 sessions, Wednesdays, January 9, 16, 30, February 6, 13, 20, 1:30 – 3:00 p.m. in D104E**

Sara Gardner, Program Director of Autism Spectrum Navigators, a student success program of the Center for Career Connections, brings a rich history of creating and implementing accommodations in a variety of settings, including as faculty in college autism cohort classes, where every student has multiple accommodations. Sara is a disability expert who is dedicated to helping faculty support students efficiently and effectively.

When you get a Letter of Accommodation that is four pages long, do you take it on confidently, or do you panic, wondering how you will ever handle it all? Whether you are new or seasoned faculty, sometimes accommodations can surprise us, and we're not sure what to do. Join the "Accommodations Unwrapped" faculty group as we discuss common and not-so-common accommodations. We'll learn definitions, what we're supposed to do and when, and, best of all, how to maximize our efforts to minimize our time spent. All while delivering excellent, accessible education to all our students!

**15 PD hours**  
**\$150 stipend\***  
**10 seats, [Register Here](#)**

*For more information, contact [Sara Gardner](#), ASN*

# Project-based Learning & Service Learning

## Faculty Learning Community for Project-Based Learning

Co-sponsored by the RISE Learning Institute & Faculty Commons

Project-based learning (PBL) is a high-impact practice that has been proven to fuel student engagement, boost learning, and close equity gaps. And it's a **fun way to teach!** PBL is not a single methodology but rather a family of discovery-based approaches where students spend an extended period of time investigating and responding to a complex, engaging, authentic question or problem. Projects can take place over anything from a handful of class sessions to a multi-quarter sequence, and PBL can be used in any discipline and at any level.

This faculty learning community is **open to all part-time and full-time faculty, regardless of whether you are new to PBL or whether you are looking to make your existing class projects even more impactful.** Participants will:

- 1) Learn from and work with colleagues in other departments;
- 2) Examine multiple approaches and dip into the scholarship of teaching and learning; and
- 3) Support one another as they redesign elements of their existing courses (or plan new courses).

This Faculty Learning Community will take place over Winter and Spring Quarters. Participants will complete **50–60 professional development hours**, which may be used as part of BC's adjunct promotion processes, and they will receive a stipend of **\$400 in Winter Quarter and another \$400 in Spring Quarter.** (Participants may also have an opportunity to attend the [Institute on Project-Based Learning](#) at Worcester Polytechnic Institute in June 2019.)

All participants will participate in a "teaching triangle" where they observe the teaching of two faculty members, and they will participate in their choice of three workshops per quarter. The Winter Quarter workshops are:

- PBL 101: Designing Engaging Projects (January 8 and 15, 1:00–2:30 p.m.)
- Assessment in Project-Based Learning (January 22 and January 29, 1:00–2:30 p.m.)
- Student Projects: Fostering Effective Team Dynamics (February 12 and 19, 1:00–2:30 p.m.)
- PBL in the Online Environment (fully online with Cranium Café sessions on Feb. 26 and March 5, 1:00–2:30 p.m.)

To become a Faculty Fellow for Project-Based Learning and join our Faculty Learning Community, please complete this [short application form](#).

If you have a schedule conflict or if you don't have the time for the full Faculty Learning Community, you can still take these workshops a la carte.

**Questions? Please contact [Michael Reese](#) or [Miranda Kato](#).**

## Project-Based Learning 101: Designing Engaging Projects

**January 8 and 15, 1:00 – 2:30 p.m. in D104H.**  
**Remote option may be available, please contact [Michael Reese](#) or [Miranda Kato](#).**

Are you ready to provide a new look to your favorite curriculum and invigorate your favorite curriculum with student-center activities? Are you seeking an alternative to partner with your students in the journey to bridge the academic achievement gap? If so, please come to **Project-based Learning 101.** In these two sessions, we will go over the following topics:

- Doing a project vs. Project-based Learning
  - Making projects authentic to your students
  - Putting Project-based Learning into Practice – providing structure for open-ended, discovery-based work
- Come explore project-based learning with Miranda Kato and Michael Reese. This workshop series entails three hours of meetings and three hours of independent study and work.

**6 PD hours**  
**\$75 stipend\***  
**10 seats; [Register today](#).**



## Assessment for Project-Based Learning

**January 22 and January 29, 1:00 – 2:30 p.m. in D104H. Remote option may be available, please contact [Michael Reese](#) or [Miranda Kato](#).**

How do you grade and assess team projects? Do you give the same grade to the whole group? Do you assign roles and sections to allow individual grading? Do you have students evaluate one another's contributions? And how do you know if students have really become better team players over the course of the quarter? In these two sessions, we will examine the pros and cons of a variety of assessment and grading methods—and brainstorm ways to overcome the potential issues. We will explore:

- The principles of the “transparency framework” for assignment and assessment design
- Assessing “soft skills” like teamwork
- Effective formative & summative team assessments BC faculty have used before
- Strengths and limitations of different approaches to assessment and grading

Explore project-based learning with Miranda Kato and Michael Reese. This workshop series entails three hours of meetings and three hours of independent study and work.

**6 PD hours**  
**\$75 stipend\***  
**10 seats; [Register](#) today.**

## Student Projects: Fostering Effective Team Dynamics **NEW**

**February 12 and 19, 1:00 – 2:30 p.m. in D104H. Remote option may be available, please contact [Michael Reese](#) or [Miranda Kato](#).**

When you have students work on projects, should you have students pick their own teammates or should you place them into groups? Well, it depends on what you want them to learn. How do you teach soft skills like teamwork and collaborative learning? When one member of a student team isn't pulling their weight, when and how do you intervene? These are some of issues we'll discuss in this two-part workshop. We'll also investigate:

- Strengths and limitations of different approaches to team formation
- The role of assessment in fostering positive team dynamics
- Methods to encourage teams to solve their own problems

Explore project-based learning with Miranda Kato and Michael Reese. This workshop series entails three hours of meetings and three hours of independent study and work.

**6 PD hours**  
**\$75 stipend\***  
**10 seats; [Register](#) today.**

## Project-Based Learning in the **NEW** Online Environment

**Fully Online, with Cranium Café sessions on February 26 and March 5, 2:30 – 3:30 p.m.**

When the RISE Learning Institute sent a team of BC faculty to the nationally renowned Institute for Project-Based Learning, we asked what other colleges were doing regarding project-based learning (PBL) in online and hybrid courses. Many different colleges told us something along the lines of, “Oh, that's hard. We haven't done much PBL online.” Well, several BC faculty in different disciplines do use PBL in the online environment, and our college is something of a leader in this area. Come learn about the range of innovative e-learning approaches being used right here at BC to foster student engagement in online courses. We will investigate:

- Synchronous vs. asynchronous methods of coordinating project teams
- Providing structure and scaffolding for projects in the online environment
- Strategies for creating team-based deliverables

Explore project-based learning with Miranda Kato and Christina Sciabarra.

**6 PD hours**  
**\$75 stipend\***  
**10 seats; [Register](#) today.**

*Think these topics on PBL are cool? Consider taking them as part of the Faculty Learning Community for Project-Based Learning. See page 8 for details.*

## Faculty Learning Community for Service-Learning

Service-learning helps students meet course requirements through mutually-beneficial engagement with the surrounding community. It is also a proven technique for:

- Creating a stronger bond with faculty and other students
- Increasing student retention, especially for underserved student populations
- Making social justice, civic participation, and other issues salient for students
- Building student reflective practices
- Increasing overall satisfaction with the class being taken

Faculty who have used service-learning in their classes say that students loved...:

- "...getting to work with a client and contribute to a project that feels meaningful and important to them."  
– Liz Hollerman, Digital Media Arts
- "...connecting activities outside the classroom to theories and concepts learned inside the classroom as a way of making the concepts more real. Many were delighted with the realization they did not have to be in a holding pattern while waiting to get their degrees; they could use their time and skills to contribute to the community right now." – Sue Cox, Sociology
- "...to help others and feel like they are part of a community. Service learning has given my students a social impact and voice in what they are learning in the classroom." – Jennie Mayer, Chemistry

With the right guidance and a team of like-minded faculty, effective service learning is both manageable and doable, and can have a positive impact on all involved.

Members of this 3-quarter FLC will meet for two hours each, three times a quarter. Its general structure is Learn-Plan-Do. Members will spend the first quarter learning about service-learning, the second quarter collaborating with each other to plan service-learning into an upcoming course, and the third quarter implementing that course. We encourage part-time and full-time faculty from all departments to apply by completing a short application. Priority consideration will be given to those who [apply by December 3.](#) In order to better understand the community with which service-learning connects students, FLC sessions may occur off-campus.

Faculty will receive:

- 75 PD Hours (25 each quarter)
- \$1,000 total stipend (\$250 in winter, \$250 in spring, \$500 in fall)

*For more information, contact [Sapan Parekh](#), RISE, Service Learning Associate Director*



## Book Clubs

This year, we are bringing back book clubs to the Commons. Fall and Winter Quarters focus on local author's books on race. During the weekly session, participants not only discuss the book's content but also identify ways to improve their teaching.

### 2019 Book Clubs with a Focus on Social Justice & Equity

Fall	Winter	Spring
<i>So You Want to Talk about Race</i> , Ijeoma Oluo  Facilitators: Jenn Pang and Jennifer Pritchard	<i>White Fragility</i> , Robin Diangelo  Facilitators: Christina Sciabarra and Rachel Wellman	<i>March</i> , John Lewis  Facilitators: Elena Maans & Michael Polido

### White Fragility: Why It's So Hard for White People to Talk About Racism **NEW**

**Mondays, January 14 – March 11, 2:30 – 4:00 p.m. in D104E**

Facilitated by Christina Sciabarra (Center for Career Connections and Social Science) and Rachel Wellman (Title IX), this book club is designed to allow faculty to read about, reflect on and discuss the concept of "white fragility." Faculty from all disciplines are welcome as we will discuss the different ways in which the discomfort of talking about racism comes forward in our work and can derail the learning of others. Participants will come away from this book club with a plan for addressing white fragility in their own lives, in the classroom or with students in general.

**15 PD Hours**

**\$150 stipend\* for faculty who submit a final assignment**

**10 Seats; [Register Here](#)**

For more information, contact [Christina Sciabarra](#), Center for Career Connections



## The Career Development Suite

Another grouping of workshops is for those wishing to move forward in your career, whether you are applying for a new position or new promotional level. Over the year, you can participate in one or all of the following workshops. No stipends are available for these workshops. See the individual workshop description for the schedule. The workshops that fall into this category are:

Fall	Winter	Spring
Email/Calendar Essentials	Email/Calendar Essentials	Email/Calendar Essentials
Office 365–OneDrive, Groups, SharePoint, OneNote	Office 365–OneDrive, Groups, SharePoint, OneNote	Office 365–OneDrive, Groups, SharePoint, OneNote
Writing and Updating Your CV	Writing Your Teaching Philosophy Statement	Writing Your Diversity Statement
Writing Your Teaching Philosophy Statement	Writing and Updating Your CV	Preparing for the Interview
	Preparing for your Official Classroom Observation–Teaching Squares	
Adjunct Mentoring	Adjunct Mentoring	Adjunct Mentoring
Preparing Your Full-Time Promotion Application	Preparing Your Full-Time Promotion Application	<i>(Submit Your Application by April 10th!)</i>

### Outlook: Email and Calendar for Faculty

**January 22 + 24 from 1:30 – 2:30 p.m. in A109B**

Do you wonder if you could use Outlook email and calendar more efficiently and be more productive? We'll walk through some core features and functionality in the Outlook Application: Composing Email, Using Folders (New Folders, Clutter, Junk), Setting Out of Office Reply, Adding Your Signature, Using the Calendar, Making Meetings, and more!

**12 seats; [Register Here!](#)**

*Facilitated by Jennifer Conner, Technology Support Services*

### Office 365: OneDrive, Groups, SharePoint, and OneNote for Faculty

**Come to one session or come to each in A109B**

**Feb. 4, 11:30 – 12:30 p.m. OneDrive**

**Feb. 6, 11:30 – 12:30 p.m. SharePoint**

**Feb. 8, 11:30 – 12:30 p.m. OneNote and Groups**

Office 365 is our cloud-based collection of applications to do our work as faculty at BC. Knowing how to use some of the applications can make our job here more efficient and effective. Get a top-level overview of Office 365 and what it has to offer, but then get a hands-on practice of how faculty can use OneDrive, SharePoint, OneNote and Groups.

**12 seats; [Register Today!](#)**

*Facilitated by Jennifer Conner (OneDrive and OneNote) and Pat Roberts (SharePoint), TSS*



## Teaching Square: Preparing for Your Official Classroom Observation

**First meeting: Wednesday, January 16, 10:30 a.m. – 12:20 p.m. and two others TBD, remote participation available**

Will you have your performance review in winter or spring quarters? All adjunct faculty are required to complete a performance review during their 2nd and 5th quarters, and this process includes a classroom observation. In addition, all tenure-track faculty have their courses observed regularly. This Teaching Square will support participants as they prepare for their classroom observation by reviewing the official observation form, observing other faculty, and reflecting on their own teaching.

**4 seats minimum – 8 seats maximum; [Registration deadline is January 11.](#)**

*For more information, contact [Katie Austin-Miranda](#), A&H*

## Updating Your Faculty CV

**Fridays, January 18 + 25, 11:30 a.m. – 12:30 p.m. in D104E**

Is it time to update your CV? Are you confident you know the difference between a resume or CV? How do other college instructors structure their CV? Join our BC Center for Career Connections director and your colleagues in this 2-session workshop designed to support your newest CV updates, whether you're applying for a new position or for promotion.

**15 seats; [Register here!](#)**

*Facilitated by Christina Sciabarra, Director of the Center for Career Connections*



## Writing Your Teaching Philosophy Statement

**Wednesdays, January 30 + February 6, 2:30 – 3:30 p.m., D104H**

Do you have a teaching philosophy? What is it? Do your students know what it is? Could you articulate it in writing? What about in an in-person interview? Does your teaching philosophy need to be updated? A statement of teaching philosophy is often a requirement for tenure-track teaching jobs (and increasingly for adjunct teaching jobs as well) and being able to articulate your teaching philosophy can also be helpful for promotional purposes. This workshop will focus on helping participants articulate their own personal teaching philosophy—both in person and in writing. Sample statements of teaching philosophy will be shared with those who participate.

**15 seats. [Register here.](#)**

*For more information, contact [Tim Jones](#), Social Science, Tenure-track Faculty Mentoring Lead.*

## Preparing Your Full-Time Promotion Application

**Wednesdays, February 20 + 27, March 6, 2:30 – 3:30 p.m., D104H**

They are due April 10, 2019! Now is the time to complete your promotion application for either Senior Associate Professor or Full Professor. Join your colleagues to review the process and criteria for your promotion. Laura Nudelman, the FTPRC Chair, will be helping to facilitate this 3-session workshop to provide accurate information, answer questions, and give us time to begin the work on our application... together!

**20 seats  
[Register Here.](#)**

*For more information, contact [Tim Jones](#), Social Science, Tenure-track Faculty Mentoring Lead.*

# MENTORING & ADVOCACY

***Call for Participants: Come participate in the Adjunct Mentoring Program as a Mentor or a Mentee!***

## **Winter 2019/Spring 2019 Cohort**

We had an amazing first year of the Adjunct Mentoring Program and we have seen what works well. We made a number of changes to the program as the year progressed and we matched 10 mentor/mentees this fall.

The mentor-mentee collaboration is one quarter only. You will be meeting for a minimum of 6 hours during the winter quarter. Then, in Spring 2019, the entire cohort will have the opportunity to continue working together through regular **Teaching Talks**.

In general, this program brings new or continuing adjunct faculty together with trained mentors. Mentees can set their own goals for how they explore their roles, responsibilities, and relationships on campus. Mentors will be required to complete a training to prepare for their work with the mentee. Both adjunct and full-time faculty may act as mentors.

**Mentees:** Upon completion of this two-quarter program, participants will earn a certificate of twelve hours of professional development.

**[Register here](#)**

**Mentors:** Upon completion of this program, mentors will receive \$240 for their 6 contact hours and \$40 for the required training for new mentors.

**[Register here](#)**

*For more information, contact **[Archana Alwar](#)**, Adjunct Mentoring Lead.*

## **Adjunct Rights and Responsibilities: Knowing the Faculty Contract**

**Tuesday, January 8, 12:30 – 1:30 p.m., or Wednesday, January 16, 3:30 – 4:30 p.m.**

Learn about your rights and your responsibilities as an adjunct instructor at Bellevue College. We will cover course assignment, office hours, promotion, annual/multi-annual contracts, class caps, course evaluations, performance reviews, participation in college governance, professional development, leave, unemployment insurance, child care benefits, and more.

*For more information, contact **[Tobi Rosenberg](#)**, A&H*

## **How to Read Your Paycheck**

**Monday, February 25, 11:30a.m. – 12:30 p.m. in D104H**

Curious what all those deductions are for? Wondering who OASI is and why they take a chunk of your paycheck?

There have been many questions about how to read paychecks. Particularly, for faculty, it gets really confusing as they may be compensated for attending PD or working on projects and other special assignments. Sue Nightingale will lead you through reading your own paycheck!

Put it on your calendar today, no registration needed.

*For more information, contact **[Sue Nightingale](#)**, Science*

## Lockwood Grant Information Sessions

**Tuesday, January 22, 10:00 – 11:00 a.m.**

**Wednesday, January 30, 12:00 – 1:00 p.m.**

**Friday, February 15, 2:00 – 3:00 p.m.**

Is there a special project, instructional enhancement, or professional development opportunity you have been wanting to do? The BC Foundation has the Lockwood Grant Program that can help support your ideas and goals. The Foundation would like to invite you to attend an information session where you can learn more about the program or discuss a project or idea you have been considering. The Lockwood Grant application is open to BC faculty members and is given in support of new or ongoing projects that promote innovation in teaching and/or advance

entrepreneurial models at the college. Typically, individual grants will range from \$2,500 to \$10,000. These grants are made available through a generous donation from the Lockwood Foundation.

**The Lockwood Grant application is available from January 2 to February 22.** More information and the application can be found on the [Foundation website](#).



## Faculty Commons Leads, Outreach BC Librarian, and DRC Office Hours

**Here is a team ready to support your teaching throughout Winter Quarter!**

TITLE	NAME	OFFICE HOURS
Tenure-Track Mentoring Lead	Tim Jones	Mondays and Wednesdays, 12:30 – 1:30 p.m. Tuesdays, 9:30 a.m. – 12:30 p.m.
Faculty Development Lead	Jen Anderson	Tuesdays 11:30 a.m. – 2:30 p.m. Fridays, 10:30 a.m. – 12:30 p.m.
Adjunct Mentoring Lead	Archana Alwar	Mondays, 9:30 a.m. – 12:30 p.m. Wednesdays 9:30-11:30 a.m.
Project Based Learning Lead	Miranda Kato	Tuesdays, 12:00 – 1:00 p.m.
Outreach Librarian	Elena Maans	Tuesdays, 2:30 – 3:30 p.m. Thursdays, 2:00 – 3:00 p.m.
Faculty Commons Director	Tonya Estes	By Appointment
Disability Resource Center Interim Director and Interim Assistant Director	AJ Duxbury Katelynn Creeley	Wednesday, Jan. 2; 12:30 – 1:30 p.m. Thursday, Jan. 3; 1:30 – 2:30 p.m. Monday, Jan. 7; 2:00 – 3:00 p.m. Wednesday, Jan. 9; 1:00 – 2:00 p.m. Thereafter, Tuesdays, 1:00 – 2:00 p.m.

## Excellence in Online Instruction Suite

For instructors who teach online or hybrid courses, these workshops are a must! Both the Faculty Commons and eLearning provide BC faculty with opportunities to build your online teaching effectiveness and your ability to use tools in Canvas. **eLearning** is the place to go to learn the tools, whether in a quarter-long online workshop, dropping in to work with an instructional designer, or participating in a short walk-in workshop on one tool. Go to their website for more information. If you have not completed Canvas 101, we recommend that you begin with that workshop before any other. **The Faculty Commons** offers quarter-long Online Teaching Best Practices workshops and Teaching Squares to help you refine your courses, bringing together the tools and effective, equity-based pedagogy for online learning. See a selection of offerings this year to plan your [PD pathway for excellence in online teaching](#).

Fall	Winter	Spring
Canvas 101 (start here)	Canvas 101 (start here)	Canvas 101 (start here)
Canvas 201	Canvas 201	Canvas 201
Accessibility 101	Accessibility 101	Accessibility 101
Copyright	Copyright	Copyright
Walk-in Workshops	Walk-in Workshops	Walk-in Workshops
Online Teaching Squares	Online Teaching Best Practices	Online Teaching Squares
Preparing for the First Week of Class–UDL	Managing Online Discussions	High 5

eLearning – D140

The Faculty Commons – D104

## Faculty Commons

### Online Teaching Best Practices

**Fully online (Jan. 7 – March 4) with required weekly synchronous seminars on Fridays, 11:00 a.m. – 12:00 p.m.**

This workshop is for instructors who have taught online courses and completed CANVAS 101 training or its equivalent. See the offerings in our eLearning Department below.

This winter, discover how to be a more effective online educator! This pedagogy workshop focuses on investigating current best practices in teaching online or hybrid courses. Discussions and exercises center on topics such as effective course navigation, universal design, accessible content, copyright and fair use, effective discussions and assessments, diversity and equity in online learning, and the future of online education. The workshop will be organized as a seminar, with each meeting focused around particular topics. Most sessions will allow time for both discussion of the topic and time for presentation of redeveloped course material examples. This is not



an introductory workshop on how to set up your first course online. This workshop is for instructors who have experience teaching hybrid or online, and are looking for a facilitated peer group to find the tools and energy to take their courses to the next level.

#### **25 PD Hours**

(You will need to commit to 25 hours of steady work over the quarter to fulfill the requirements of this workshop. Participants need to be prepared to complete a reading, brief reflection, and thoughtful discussion post every week.)

**8 seats maximum**

**\$300 stipend\***

**Register today!** Registration deadline is January 4.

*For more information, contact [Ann Minks, HSEWI](#).*

## **Managing Online Discussions**

### **Fully Online: January 22 to February 15**

Managing Online Discussions is a workshop designed to critically engage some of the leading best practices in the ever-growing field of eLearning. The workshop is organized in a seminar style, meant to also encourage students (you, the educator) in what has become a necessary part of teaching online and hybrid courses: The Discussion Board. During the four-week session, modules focus on various topics, making use of Discussion Boards where you are expected to submit Initial Posts and Responses each week. This workshop meets fully online and is designed to work with the fully online classroom (though you should find relevancy here for Hybrid courses as well).

**10 PD hours**

**10 seats**

**\$100 stipend\***

This workshop fills up quickly. Don't miss out, **register** early!

*For more information, please contact [Sara Sutler-Cohen, Ph.D. Dept. of Sociology](#).*

## **eLearning Department**

### **Canvas 101: Teaching with Canvas**

**January 7, Monday – March 8, Friday: [Canvas 101: Teaching with Canvas](#)**

Canvas 101 is perfect for new online instructors, and it is modular so instructors with varied backgrounds and experience can select the order of the modules that best apply to their needs. This online workshop is intended to introduce instructors to the available tools in Canvas. It is self-paced, project-based, and guided—a facilitator will be available to answer questions and to evaluate participant projects.

Upon completion of and participation in all portions of the workshop, you will earn a Certificate of Completion validating 22 hours of Professional Development.

**Level: Beginner**

***Note: Canvas 101 will be required before you register for Canvas 201.***

### **Copyright Information for Educators**

**January 14, Monday – February 8, Friday: [Copyright Information for Educators](#)**

Copyright Information for Educators is an introductory course offered online, for faculty and staff that provides an overview of concepts of copyright and fair use. The course is broken up into six modules: (1) copyright law in education, (2) TEACH Act, (3) Digital Millennium Copyright Act (DMCA), (4) public domain, (5) Creative Commons, and (6) copyright compliance and management. You will learn about copyright and how it impacts content you share with the public and/or integrate into your Canvas courses. This course includes assessments and a guide to creating a copyright management plan.

**Earn 18 professional credit hours, a Canvas badge and a Certificate of Achievement.**

**Level: Beginner**

## Accessibility 101: The Basics of Inclusive Design

**January 21, Monday – March 1, Friday:**

### Accessibility 101: The Basics of Inclusive Design

The purpose of this course is to introduce participants to the basics of accessibility, with emphasis placed on making content accessible while promoting proactive (as opposed to reactive) steps that people can take to create and advocate for accessible content. Participants will learn the language of accessibility, the laws that most impact higher ed, how to create accessible content, the principles of Universal Design for Learning, and other useful information pertaining to accessible technology and the experience of people with disabilities. The workshop is a facilitated six-week online course, designed to be completed in 20 hours.

## Canvas 201: Taking your Course to the next level!

**January 28, Monday – March 8, Friday:** Canvas 201: Taking your Course to the next level!

Learn How to Enhance Your Online Class. The purpose of this workshop is to build on the knowledge you gained in Canvas 101, gain expertise with the assessment tools used in Canvas, using Universal Design for Learning Principles (UDL) to improve the Canvas experience for all of your students and to increase efficiency of your use of Canvas.

We cover a variety of topics, including an introduction to UDL, Canvas site and module design using UDL principles, following a best practices course checklist when setting up or reviewing a Canvas site and techniques for closing out your Canvas site at the end of each quarter.

Upon completion of and participation in all portions of the workshop, participants will earn a Certificate of Completion validating 22 hours of Professional Development.

**Level: Intermediate**

## Also in eLearning: Virtual Reality 101 for Experimenters

**February 13, 20, 27, 1:00-3:00**

The future is here!! Come explore the tools and possibilities of VR in education. The focus of this workshop is to introduce Bellevue College faculty to virtual reality devices and applications with a view to determine how this technology can be used for teaching in a chosen academic discipline. This short course includes demos with a variety of VR equipment and applications, as well as a long distance networked immersive world collaboration. Participants will also have the opportunity to become officially approved to use the VR technology in the LMC on their own!

*Visit the eLearning website for registration information.*

**Level: Intermediate**

### Other trainings through eLearning

- **How to Copy a Canvas Course; Your Syllabus in Canvas; Aligning Your Syllabus with the Canvas Gradebook**
- **Panopto video lecture capture tool with auto captions; Zoom – create an online meeting; Knock on my Door: Exploring Cranium Café; Canvas Hacks; UDL for Module Design**
- **Virtual Reality for Experimenters, 3 sessions February 13, 20, 27, 1:00 – 3:00 p.m.**

# COMMUNITY & WELLNESS

## BC Faculty & Staff Choir

**Fridays, 2:30 – 3:30 p.m. on Jan. 11, 25, Feb. 8, 22, and March 8 Choir Room, E126**

Building on the highly successful spring and fall experiences, we invite you to join the BC Faculty Choir! We will be meeting every other Friday starting on January 11 from 2:30–3:20 p.m. Aimee Hong, our own Bellevue College Class Voice and Concert Choir Instructor, will be leading us in music in preparation of a concert performance at the end of the quarter. Please feel free to drop by when you have time even if you would prefer not to perform. This is a great opportunity for faculty to get together and explore a musical way of engaging in community and wellness!

**[Sign up here to get on the list!](#)**

*For more information, contact [Aimee Hong](#), A&H, or [Allison Kang](#), Science.*

## Language and Community: A Literary Discussion Group

**2:30 p.m. – 3:20 p.m. Tuesday, Jan. 22, + Thursdays, Feb. 21, March 14, D104G**

Facilitated by English faculty, Nan Ma, this literature reading group for faculty in any and all disciplines meets once a month for an hour to discuss short stories, poetry and essays that are chosen by group members. Some writers discussed in the past include Amy Hempel, Lydia Davis, Grace Paley, Ocean Vuong, Beidao, and Cesar Vallejo. Literature offers nuanced ways for understanding human complexities and differences. Through literary discussions, we gain insights into ourselves, our students, and the world at large.

**\$50 stipend\*** option available for faculty who submit an instruction-related reflection or lesson plan.

**[Register by January 17.](#)**

*For more information, contact [Nan Ma](#), A&H*



## Back Fit

**Wednesday, January 16, 1:00 – 2:00 p.m. in D104H**

Start your quarter and year off right with a commitment to a healthy back! A healthy, pain-free back contributes to overall well-being. Learn how to strengthen, stretch, and increase mobility of back supporting muscles. Learn tips and techniques for core activation and proper workplace sitting. We will also learn to use essential tools like bands and foam rollers.

**[Let us know you'll be here.](#)**

*For more information, contact [Amy Swanson](#), HSWEI*

## Meditation

**Mondays, Jan. 7 – March 18, 11:30 a.m. – 12:00 p.m. D104E**

These sessions use an ancient Chinese health care regimen, Wu Qin Xi, which ties together posture, breathing, and focus. This practice can help maintain health, heal bodies, calm minds, and reconnect with our spirit. You'll leave the room relaxed and re-energized!

***No registration needed***

*For more information, please contact [Wei Geiger](#), A&H*

## WINTER SCHEDULE CONTRIBUTORS

Many Thanks to our contributors!

Archana Alwar, A&H, Adjunct Mentoring Lead  
Jen Anderson, A&H, Faculty Development Lead  
Aris Andrade, Faculty Commons Program Manager  
Katie Austin-Miranda, A&H  
Stephanie Brommer, Social Science, Curator  
Timothy Chang, ABE/HSC  
Jennifer Conner, Technology Support Services  
Tonya Estes, ABE/HSC, Faculty Commons Director  
Sara Gardner, ASN  
Wei Geiger, A&H  
Margi Goertz, ABE/HSC  
Cliff Hanks, Continuing Education  
Maggie Harada, A&H  
Ron Holland, A&H, Diversity Blog  
Aimee Hong, A&H  
Tim Jones, Social Science,  
Tenure-Track Mentoring Lead  
Allison Kang, Science  
Miranda Kato, HSEWI, PBL Lead  
Nan Ma, A&H  
Ann Minks, HSEWI  
Lisa Moore, Institutional Advancement  
Sue Nightingale, Science  
Laura Nudelman, FTPRC Chair  
Sapan Parekh, RISE  
Kimberly Pollock, Social Science  
Michael Reese, RISE  
Pat Roberts, Technology Support Services  
Tobi Rosenberg, A&H  
Christina Sciabarra, Social Science  
Sara Sutler-Cohen, Ph.D. Dept. of Sociology  
Amy Swanson, HSEWI  
Rachel Wellman, Office of Equity & Pluralism

### BC College Administrators Office Hours D104

**Take advantage of a direct connection with BC Administrators and Leads!** Join us for a conversation with campus-wide leaders during their office hours. They are interested in discussing what they are working on and hearing what's happening in your area of the college.

In lieu of office hours in the Commons, President Weber will be available for open session through governance councils.

BC Administration Initiatives include Achieving the Dream, BC Pathways, Integrated Student Services, Faculty Professional Development, Lean, Strategic Plan, Sustainability, Equity, among others.

For more on initiatives, visit: <https://bellevuec.sharepoint.com/sites/president/Pages/Administrators.aspx>

TITLE	NAME	OFFICE HOURS
Provost	Dr. Kristen Jones	W, Jan. 16, 2:30–3:30 p.m. T, Feb. 5, 2:30–3:30 p.m. Th, Mar. 7, 11:30 a.m.–12:30 p.m.
Associate VP of HR	Suzette Yaezenko	TBA – Check our SharePoint Site
Interim VP of Equity and Diversity	Dr. Sayumi Irely	T, Mar. 5, 1:00–2:00 p.m.
BC Guided Pathways Leads	Allison Kang and Maggie Harada	T, Jan. 15, 1:30–2:30 p.m. Th, Feb. 14, 1:30–2:30 p.m. T, Mar. 12, 2:30–3:30 p.m.
Dean of RISE Learning Institute	Dr. Gita Banger	W, Feb. 6, 1:00–2:00 p.m.

## FACULTY COMMONS

### Faculty Commons Council

The Faculty Commons Council provides leadership to the Faculty Commons. Let your council representative know what you would like to see in the Faculty Commons!

Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see policy 4150 at [www.bellevuecollege.edu/policies/](http://www.bellevuecollege.edu/policies/). The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2266, Office R130.

Gita Banger, ex officio  
Tuan Dang, A&H  
Irene Ferrante, IBIT  
Gina Fiorini, Science  
Ahmad Ghashmari, A&H  
Frank Hatstat, IBIT  
Chris Hendrixson,  
Social Science

Kathy Hunt, Social Science  
George Juszynski, HSEWI  
Michael McEwen, HSEWI  
Sue Nightingale, ex-officio  
Rob Viens, Science  
Jun Xu, A&H