

# FACULTY COMMONS

## SPRING 2019 PROGRAM

### TABLE of CONTENTS

Welcome .....	1
Faculty Development	
Workshop Strands and Suites .....	3
Workshop Suite .....	6
Book Clubs .....	8
Educational Equity Workshop .....	9
Project-Based Learning & Service Learning .....	10
Call for Proposals .....	11
Career Development Suite .....	12
Mentoring & Advocacy .....	13
Faculty Support Office Hours .....	14
Excellence in Online Instruction Suite .....	15
Community & Wellness .....	18
Administrator Office Hours .....	19

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 website for our most updated offerings, including days and times. All information provided here is subject to change. Life happens!

## VISIT US ONLINE

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

## WELCOME SPRING!

Check out our Faculty Commons [SharePoint site](#), where you can find our Faculty Commons Council meeting minutes, and our simply amazing [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. Both Ron and Stephanie are writing their own pieces from their own research as well as by interviewing campus colleagues; they are also collecting blogs from faculty and staff from around the campus.



In our February 11, 2019 blog, we heard from Jen Anderson, the Faculty Development Lead in the Commons, as she writes about CATs and how our colleagues, Kelli Callahan, FT Criminal Justice, and Lisa Holt, PT Nutrition, are using classroom assessment techniques to support their students' learning.

### FACULTY FOCUS BLOG

#### Do you use CATs in your classes?

I don't mean the ones that rub against your leg, meow, and potentially cause you to sneeze – I mean Classroom Assessment Techniques. I bet many of you use them and may not even know they have a formal name. Classroom Assessment Techniques (CATs) are

simple, non-graded, sometimes anonymous in-class activities that provide the instructor with meaningful data to assess student learning. CATs are a fantastic and easy way to discover what your students already know about your course content, what they want to know, what they don't understand, as well as what their current attitudes and opinions about the class are.

So, you may be asking yourself, what are some examples of CATs I can use in my classes? There are many to choose from and I encourage you to drop by the Faculty Commons and skim Angelo and Cross's fantastic resource, "Classroom Assessment Techniques" for ideas and examples of CATs in the classroom. They can be used across disciplines and for a variety of assignments.

When deciding on what CAT to use with your students, ask yourself the following questions:

- What do I want to know (making sure that it relates to course outcomes)?
- What CAT can I use to get this information?
- Why is this particular CAT appropriate to get this information?
- How will I introduce the CAT to my students?
- How much time will it take to do it in class?
- How will I know if it is successful?
- What will I do with the information gathered?

### **I am intrigued...do you have examples?**

**Yes, of course!**

Commonly used CATs include the Minute Paper, Muddiest Point, and Student-Generated Test Questions. I often use the Minute Paper and Muddiest Point CATs in my courses as participation points in lieu of taking attendance each day. (Read more about these three CATs in the blog!)

Two participants in our Faculty Commons Transparent and Relevant Workshop Series use the following CATs in their classes with good success:



Kelli Callahan in Criminal Justice uses the Quiz Show. She formulates questions based on material they are covering in class and she asks them aloud during a class session.

Students are able to verbally respond to the question and earn a bouncy ball with a Criminal Justice theme. These bouncy balls are then brought to class toward the end of the quarter and students receive a point of extra credit for each bouncy ball earned during the quarter. Kelli says students enjoy the view of content and have fun with the bouncy balls.



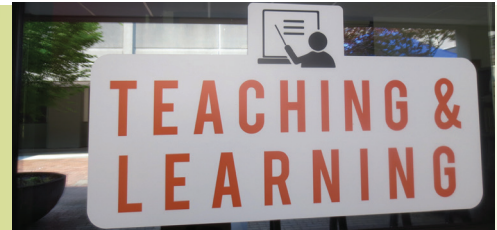
Lisa Holt in Nutrition uses Warm-Up Questions at the beginning of class and then a combination of the Minute Paper and Muddiest Point during the last 5 minutes of class. Example warm-up questions include: «List the 5 high carb foods you eat most frequently?» and «Has your opinion been that carbohydrates are considered healthy or should they be avoided? These questions serve as a springboard for the course content that day. She then ends class with a knowledge check, asking «What is one thing you knew about carbs that was confirmed today? What is one new thing you learned today about carbs? How can you apply this to your everyday life? What is one thing about carbs that you are unsure of?» These questions help Lisa in knowing what students understand and what needs more work. They also allow students to connect what they are learning in class to prior knowledge as well as their lives outside of school. This relevance can go a long way!

### **How can I learn more?**

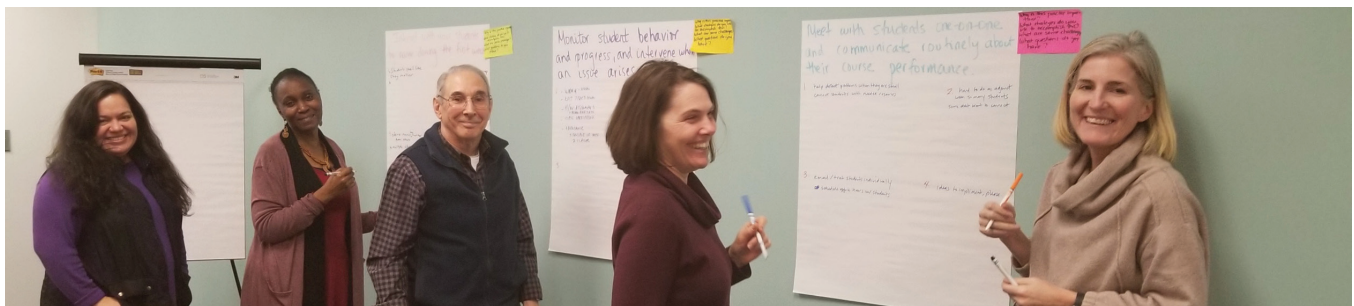
CATs are one of the many topics we discuss in our Transparent and Relevant Assessment Workshop Series in the Faculty Commons. It will be offered again on Fridays during spring quarter (See page 5). Let me know if you would like to learn more about this series or would like to talk more about using CATs in your classroom. You can reach me via email at [jeanders@bellevuecollege.edu](mailto:jeanders@bellevuecollege.edu) or drop by the Faculty Commons on Tuesday afternoons or Friday mornings during my office hours. Cheers!



## Faculty Development Workshop Strands and Suites



The Faculty Commons has put 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.



Brainstorming Proven Student Retention Strategies

## The Developing Instructor Academy

You might be brand new to college teaching -- or have been teaching for a number of years but want to continue to refine your teaching toolkit. We have identified key elements of college teaching, learning, and assessment and divided those into 3 strands: Nuts and Bolts of College Instruction, Student Engagement, and Transparent and Relevant Assessment. Participants will come away with a 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 p.m.	Nuts and Bolts	Transparent and Relevant Assessment	Student Engagement
Fridays/12:30 – 2:30 p.m.	Student Engagement	Nuts and Bolts	Transparent and Relevant Assessment

## Student Engagement Strand

**8 Tuesdays, 2:30 – 4:30 p.m. in D104H**

No matter how long you've been teaching, this transformational offering is for you! The Student Engagement Strand centers on active learning and community building in the classroom. The strand begins with an interactive investigation of how we learn and then uses that brain research as a foundation for workshops on active learning, community building, facilitating discussions, enhancing one's presentation style, and reflection. Collaborate with your colleagues while building your toolkit for engaging your students in their education.

**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](#).**

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

Student Engagement Strand Syllabus	
<b>4/9</b> How People Learn, I	Brush up on the basics of how people learn including: brain research, UDL; a focus on visual learning; metacognition; equity
<b>4/16</b> How People Learn, II	Continue the study of the basics of how people learn including: brain research; UDL; a focus on visual learning; metacognition; equity
<b>4/23</b> Active Learning	Examine the research behind active learning and develop tools to build both simple and more complex active learning strategies in the classroom. Introduction to the Flipped Classroom.
<b>4/30</b> Building Community	Learn specific strategies, beyond icebreakers, to build community in the classroom, whether on ground or online.
<b>5/7</b> Facilitating Discussions	Peer to peer learning can be fruitful and add to the community vibe in the classroom. Examine the benefits of small group work in the classroom and strategies to effectively use small groups to enhance learning.
<b>5/14</b> Using Technology to Engage	Enjoy an introduction to a variety of technology tools for teaching, led by Betsy Zarht-Geib, Online Instructional Designer
<b>5/21</b> Enhance your Presentation Skills	This session focuses both on public speaking and performance.
<b>5/28</b> Significance of Reflection to Engage	Build student reflection and your own instructor reflection into a regular practice to become engaged in our work. Make plans for what's next!

## Transparent and Relevant Assessment Strand

**8 Fridays, 12:30 – 2:30 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. Sessions include how to provide meaningful feedback, write assignments and rubrics that are clear to students, use a variety of classroom assessment techniques, and structure peer review in the classroom, among others. Join us for an interactive series of workshops where we learn about transparent and relevant assessment as a team.

**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](#).**

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

Transparent and Relevant Assessment Strand Syllabus	
<b>4/5</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>4/12</b> Classroom Assessment Techniques II	Continue learning about classroom assessment techniques (CATs) that could be used to assess student learning. Try some of these useful techniques out in an interactive workshop.
<b>4/19</b> Transparency in Learning & Teaching (TILT)	Learn about the Transparency Framework to reconstruct assignments to maximize clarity of the “why” “what” and “how” behind the assignment for students.
<b>4/26</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>5/3</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>5/10</b> Team-Based Learning	Review the current best thinking about team-based learning and assessment in the classroom.
<b>5/17</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>5/24</b> Significance of Reflection to Assess	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-Creating, Integrative Teaching & Learning Frameworks & 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 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

**April 15 – May 20**

**Hybrid, with on-ground or Zoom remote-in meetings: Mondays, 4/15 and 5/20**

**1:30 – 3:00 p.m. 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 (TILT)
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.*

## Preparing for the First Week of Class—The Nuts and Bolts of an Equitable Start to the Quarter

**NEW**

**Fully Online: April 17 – May 22**

**Meeting Wednesday, May 15, 12:30 – 1:20 p.m. in D104E, remote Zoom participation available**

How do we create equity in our classroom from the first week of class? This workshop is for both new and seasoned faculty to learn and review effective practices for designing an equitable classroom. Whether you teach an introductory or an advanced course, this workshop will help you consciously transform your class by being inclusive of our students thus closing opportunity gaps we may not realize. This workshop is designed to work with the face to face, hybrid and online classroom.

In this five-week online workshop we will cover such practices as:

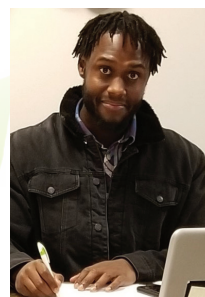
1. An inclusive Syllabus
2. Learning students' name
3. Gender Identity
4. Designing First Lesson Plan
5. First Graded Assignment Criteria

**10 PD hours**

**\$100 stipend\***

**10 seats; [Register Today!](#) April 12 deadline.**

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



Jabril Hassen prepares to teach his political science courses in the Commons.



## Implementing Positive Psychology in the Classroom

**Fridays, April 19 – May 31 | 10:30 a.m. – 12:00 p.m.  
(D104E) Remote Zoom Participation Available.**

Join us as we delve into Martin E.P. Seligman's exciting book *Flourish*, which turns the medical model of psychology on its head by focusing on amplifying well-being as opposed to the disease model of relieving suffering. We'll examine the research behind the PERMA model, which identifies five areas that are important to human flourishing – positive emotion, engagement, good relationships, meaning and purpose in life, and accomplishments. Participants will learn to use the Positive Psychology Faculty Tool Kit, which will allow them to impart the principles of Positive Psychology in their classrooms. Together, we'll spend several sessions exploring steps to incorporate the toolkit in our curriculum for the upcoming quarter (s). We'll also explore how to implement the ideas we discuss into real-life practices for the benefit of ourselves, our loved ones, and our BC community!

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

*For more information, please contact [Deepti Karkhanis](#), Chair; Psychology Department or [Sara Gardner](#), Program Director, ASN*

## Teaching Squares – An Opportunity to Observe and Reflect

**April 15 through May 30**

Registration closes April 10 so the group can begin planning for the 3 meeting dates during the quarter. Zoom remote participation will be an option for those meeting dates.

Spring quarter, you can join fellow faculty members to observe and share reflections with one another in this non-evaluative process called a 'Teaching Square.' A Teaching Square is a group of four faculty members ideally from different disciplines who work together to explore their teaching. At the end of one quarter, one instructor reflected on this activity,

saying: "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\*  
8 seats max. available. [Register Here!](#)**

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

## Teaching Square: Climate Justice

**Sign up by April 5 to allow the facilitator time to plan the first meeting.**

This teaching square will help participants hone their knowledge of climate justice issues and, with support, teach one aspect of climate justice and climate change in an existing course. This may range from spending 5 – 10 minutes teaching one disciplinary concept within the context of climate justice to teaching an entire lesson or unit around climate change. Participants are not required to have any pre-existing specialization in or knowledge of climate change, or any pre-existing lesson plans for teaching it in their course. To start, we will offer examples of how climate justice and climate change have been integrated into specific BC courses, including English, Literature, Technical Writing, Criminal Justice, Anthropology, Computer Science, Math, Physics, and Poetry. Then, with support, participants will implement one aspect of climate justice and climate change into their own course. Conversations with other faculty and observations of other courses will give faculty ideas to apply in their own courses.

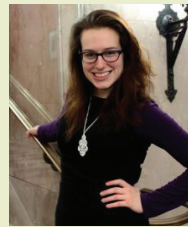

**10 PD Hours  
\$150 Stipend (offered by the Office of the Provost)  
9 seats maximum [Register Today!](#)**

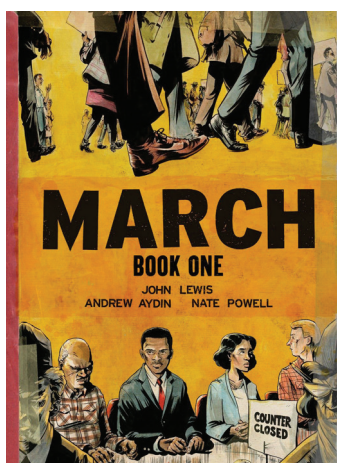
*For more information, contact [Sonya Doucette](#), Climate Change in the Curriculum Project Manager.*



## Book Club

This year, book clubs are back in the Commons. Fall and Winter Quarters focused on local authors' books on race. This spring, join us in conversation about the Civil Rights Movement and its legacies. During the weekly sessions, participants not only discuss the book's content but also identify ways to integrate the information and our individual learning into our teaching.

Fall	Winter	Spring
<p><i>So You Want to Talk about Race</i>, Ijeoma Oluo</p> <p>Facilitators: Jenn Pang and Jennifer Pritchard</p>	<p><i>White Fragility</i>, Robin Diangelo</p> <p>Facilitators: Christina Sciabarra and Rachel Wellman</p>	<p><i>March</i>, John Lewis</p> <p>Facilitators: Elena Maans &amp; Michael Pulido</p> <div data-bbox="1023 997 1386 1222">   </div>



### March, by John Lewis **NEW**

**Wednesdays, April 10 – May 22, 2:30 – 4:00 p.m. in D104E**

Facilitated by History professor Michael Pulido and Librarian Elena Maans, this interactive book club will discuss the graphic novel series *March* as well as the Civil Rights Movement and its legacies. We will also read and watch primary and secondary sources that complement the events depicted in *March*. Participants will come away from the book club with ideas and resources for incorporating historical and current social justice themes in their courses.

**15 PD Hours**

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

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

For more information, contact [Elena Maans](#), Library or [Michael Pulido](#), Social Science.



# Educational Equity Workshop

**Fridays, April 12 – June 14, 1:30 – 4:30 p.m. in R208**

Educational Equity (EEQ) is a partnership between the Office of Equity and Pluralism, Office of Academic Affairs, and the Faculty Commons. As part of the collective bargaining agreement between Administration and the Bellevue College Association of Higher Education (BCAHE), all candidates for tenure are required to attend and participate in the EEQ training (see faculty contract 18.7.4 & 24.2.2). In addition, all faculty members who have not previously taken it are encouraged to complete Educational Equity professional development.

This workshop is intended for all faculty to learn about implementing principals of educational equity and social justice in the classroom and broaden faculty's understanding of their own social positions/identities as they affect behaviors in the classroom and relationships with all students.

Please note that if you know ahead of time that you will miss more than two sessions, we ask you to wait for the next opportunity and/or give the seat to someone else. Your consistent participation in a classroom will contribute to all participants' learning and the overall success of the Educational Equity learning goals. However, if you need a specific accommodation, please contact [Sayumi Irely](#).

**33 PD Hours**

**\$1000 stipend offered by the Office of Equity and Pluralism**

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

## Facilitator's Bio

Tina Young (pronouns: she/her/hers) is an activist educator and scholar who incorporates an equity, diversity, community and social justice framework in her professional, community and personal work. Her years of employment at Seattle Central College began in 1988 as the Multi-cultural/Multi-ethnic Program Coordinator and recently concluded with her service as the Interim Chief Diversity and Equity Office and Director of the Office for Diversity, Equity and Inclusion. (To read more about Tina's background and wealth of experience, please go to the Faculty Commons website current workshop list.)



# Project-Based Learning and Service Learning



Main Contacts for these offerings: Michael Reese, Miranda Kato, Sapan Parekh

## Showtime! Explore What's New with Project-Based Learning

**Tuesday April 16, 12:30 – 2:00 p.m. in D104E**

How do you get students to take charge of their own learning? How do you overcome their suspicion of "group work"? How might you take the projects that students are already doing in your classes and make them even more impactful? BC faculty from across campus who have been engaged with project-based learning will share some of the nuts-and-bolts strategies that they have been using in their courses, as well as their broader experiences with PBL. You'll have lots of time to ask questions and examine an exhibit of different types of student work. Lunch is on us at this interactive showcase!

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

## Learning that Sticks: How BC Faculty Are Engaging Students in Research

**Friday, May 3, noon – 1:20 p.m. in D104H**

Over a decade of scholarship has shown course-based undergraduate research to be one of the single most powerful strategies for closing equity gaps and improving student engagement. But how do you engage students in research at a teaching-focused institution like BC? The BUGR Group, the Bellevue Undergraduate Research Group, is a group of 11 faculty from Anthropology, Biology, Chemistry, the Library Media Center, and Psychology; they have found many different ways to bring hands-on authentic research into their courses. They will share some of their nuts-and-bolts strategies, as well as

preliminary impact data from their courses. You'll have lots of time to ask questions and check out a variety of student research posters from all across campus. Lunch is on us at this interactive showcase!

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

## PBL 101: Designing Engaging Projects

**Mondays, April 22 & 29, 2:30 – 4:00 p.m. in D104E**

Are you ready to provide a new look to your favorite class? Want to invigorate your favorite curriculum with student-centered activities? Are you interested in empowering your students to take charge of their own learning? If so, please come to Project-Based Learning 101. We will investigate:

- Doing a project vs. project-based learning
- Making projects authentic for 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\***

[Register Here!](#)

## Deeper Impact: Working with Community & Industry Partners on Projects

**Tuesdays, May 14 & 21, 1:00 – 2:20 p.m. in D104E**

Project-based learning builds student engagement by asking students to grapple with real-world issues

and create products that are similar to the types of work they might do after graduation. But how might you take the next step and engage community and industry partners in your courses? How do you have students move from creating sample deliverables for hypothetical stakeholders to creating real products for actual firms and non-profits? We will investigate:

- Work that BC faculty from across campus have already done with external partners
- Ways in which you might work with RISE to identify and recruit potential partners
- Strategies for “scoping” and troubleshooting projects with external clients
- Strategies for “scoping” and troubleshooting projects with external clients

Come explore project-based learning and community engagement with Miranda Kato, Sapan Parekh, and Michael Reese. This workshop series entails three hours of meetings and three hours of independent study and work.

**6 PD hours**  
**\$75 stipend\***  
[Register Here!](#)

## Finding Resources and Building Collaborations for PBL

**Tuesdays, May 28 & June 4, 1:00 – 2:30 p.m.**  
**in D104E**

How do you make project-based learning even more impactful? This two-part workshop will explore resources and on-campus collaborations that can help you take project-based learning to the next level in your courses. We'll investigate:

- Strategies for obtaining grants and leveraging on-campus sources of funding such as professional development funding, the RISE Award, the Lockwood, and Foundation

### Mini-Grants

- Methods for making more time and space for projects, including Interdisciplinary Studies courses, multi-quarter course sequences, and other interdisciplinary collaborations
- Opportunities to partner with units and student clubs on campus that could serve as “clients” for projects

Come explore project-based learning with Miranda Kato and Michael Reese.

**6 PD hours**  
**\$75 stipend\***  
[Register Here!](#)

## 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 Summer 2019 or Fall 2019](#). To be considered, please submit your proposal for summer by **May 1** at the very latest.



## 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 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	
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	<b>NEW!</b> Preparing for the Interview
Adjunct Mentoring	Adjunct Mentoring	Adjunct Mentoring with Teaching Talks
Preparing Your Full-Time Promotion Application	Preparing Your Full-Time Promotion Application	(Submit Your Application by April 10 <sup>th</sup> !)

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

Come to one topic or come to each in A109B

OneDrive & Groups	SharePoint	OneNote
M, W, April 15, 17	M, W, April 22, 24	M, April 29
11:30 a.m. – 12:30 p.m.	11:30 a.m. – 12:30 p.m.	11:30 a.m. – 12:30 p.m.

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 short, hands-on practice of how faculty can use OneDrive, Groups, SharePoint, and OneNote.

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

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

## Writing Your Diversity Statement

**Thursdays, May 2 & 9, 10:30 – 11:30 a.m. in D104E**

Do you have a Diversity Statement? Could you articulate it in writing? What about in an in-person interview? A Diversity Statement is often a requirement for tenure-track teaching jobs (and increasingly for adjunct teaching jobs as well) and being able to clearly articulate your commitment to diversity and equity is also important for promotional purposes. This workshop will focus on helping participants articulate their own diversity statement—both in person and in writing. Sample Diversity Statements will be shared with those who participate.

[Register Here!](#)

For more information, contact [Ron Holland](#), A&H.

## Preparing for the Interview **NEW**

**Tuesdays, April 9, 16, 23, 2:30 – 3:30 p.m. in D104E**

Sue Nightingale leads this new workshop focusing on preparing for a college faculty interview. You've made the first cut, and maybe even the second! Now you are called in for the interview. An interview for a full-time faculty position may include a variety of components: a campus tour, a meet and greet of potential colleagues, a timed question/answer session, a writing prompt, or a teaching demonstration. Learn more about interviews and practice with colleagues so you are prepared to impress!

[Register Now!](#)

Got questions? Contact [Sue Nightingale](#), Science.

## Mentoring and Advocacy

Our next cohort of mentor pairs in our Adjunct Mentoring Program will start in Fall 2019. More details to come this summer!

For Spring 2019, participate in the Adjunct Mentoring Program with our Teaching Talks and Social!

Contact [Archana Alwar](#), Adjunct Mentoring Lead.

## Teaching Talks for Adjunct Faculty

**Tuesday, April 16, 9:30 – 11:20 a.m. or  
Wednesday, April 17, 1:30 – 3:30 p.m. in D104E**

Curious to know what other instructors are doing in their on-ground or online classes? Would you like to get some fresh ideas and experiment with them in your class?

Join us for one or both Teaching Talks this spring to discover new ideas with colleagues. These are two great presentations, designed particularly for adjunct faculty to share teaching concerns and discuss techniques and strategies with experienced and inspiring instructors. This is open to all adjuncts.

[Register Now!](#)

## Social! For Current and Interested Participants in the Adjunct Mentoring Program

**Friday, May 10, 12:30 – 1:30 p.m.  
Friday, May 17 10:30 – 11:30 a.m. in D104H**

Are you interested in participating in a mentoring pair next year? Here is an opportunity to get together with our mentor lead and learn about the Adjunct Mentoring Program. Ask questions and let us know if you want to be involved. Adjunct and full-time faculty are encouraged to serve as mentors to adjuncts. Drop by any time during the hours listed.

[Let us know you're coming by registering.](#)

## Adjunct Rights and Responsibilities: Knowing the Faculty Contract

**Friday, April 12, 1:30 – 2:30 p.m. or Tuesday, April 16, 11:30 a.m. – 12:30 p.m. in D104H**

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

**Thursday, April 11, 9:30 – 10:30 a.m. or 2:30 – 3:30 p.m.**

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.

## Grants 101

**Thursday, May 2, 2:30 – 3:30 p.m. in D104E**

Bellevue College was awarded over \$5 million last year in grant funding for programs and services across the college like the Basic Food and Employment and Training program, the Center for Career Connections, and the Basic and Transitional Studies department. But where did that funding

come from, and how can programs pursue new projects using grant money? The Grants Office is offering an Introduction to Grants workshop to help interested faculty and staff learn about grant opportunities, services the Grants Office offers, and how to develop ideas into solid cases for funding.

To RSVP and for more information contact [Brandon Lueken](#), Grants Coordinator

## Faculty Support Office Hours

TITLE	NAME	OFFICE HOURS
Tenure-Track Mentoring Lead	Tim Jones	W, Th, 10:00 – 11:30 a.m. W, Th, 1:00 – 2:00 p.m. <i>Meet with Tim for support in your tenure, whether you're in year 1,2,3 or 4.</i>
Faculty Development Lead	Jen Anderson	T, 11:30 – 2:30 p.m. F, 10:30 – 12:30 <i>Meet with Jen for support in lesson design, student engagement strategies, and assessment ideas.</i>
Adjunct Mentoring Lead	Archana Alwar	M, 8:30 – 11:00 a.m. W, 11:00 – 2:00 p.m. <i>Meet with Archana for support and mentoring in adjunct-related topics, as well as student engagement tips.</i>
Project Based Learning Lead	Miranda Kato	T, 12:00 – 1:00 p.m. <i>Meet with Miranda for support in PBL!</i>
Outreach Librarian	Elena Maans	T, 2:30 – 3:30 p.m. Th, 2:00 – 3:00 p.m. <i>Meet with Elena to find out the kinds of quality support she and other librarians can offer you and your students. Librarians rock!</i>
Faculty Commons Director	Tonya Estes	By Appointment <i>Meet with Tonya to discuss ideas for the Commons, the latest in teaching and learning, or for mentoring/advocacy needs.</i>
Disability Resource Center Interim Director	AJ Duxbury	T, 1:00 – 2:00 p.m.
Interim Assistant Director	Katelynn Creeley	



## 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.*

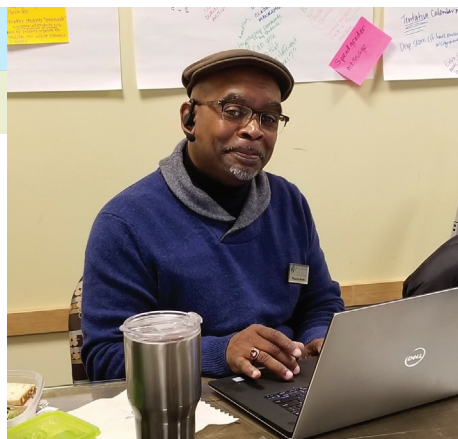
*eLearning in the LMC D140 is the place to go to learn the tools, whether taking a quarter-long online workshop, dropping in to work with an instructional designer, or participating in a short walk-in workshop on one tool. Go to the eLearning website for more information. \*If you have not completed Canvas 101, we highly recommend that you begin with that workshop before any other.*

*The Faculty Commons offers quarter-long collaborative Online Teaching Best Practices workshops and Teaching Squares to help you refine your courses, bringing together the tools and effective, equity-creating 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



CEO instructor, Maurice Brooks, connects with colleagues while prepping for class.

## Faculty Commons

### Online Teaching Squares

**Fully online April 10 to June 5**

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.

Online Teaching Squares allows experienced faculty with intermediate to advanced levels of Canvas skills to gain new perspectives and insights into their online courses. To start, we will review basic online teaching best practices. Based on those shared practices, each participant then finds positive attributes in a colleague's hybrid or online course that they can apply to their own course. Each Online Teaching Square consists of three to four faculty members, preferably from different disciplines, who observe each other's online course for a quarter and then discuss, through a guided process, what they've learned from the observations.

16 PD Hours (You will need to commit to 16 hours of steady work over the quarter to fulfill the requirements of this workshop. The success of a teaching square depends on consistent interactions with participants.)

**8 seats maximum**  
**\$200 stipend\***

**Register Today! Deadline is April 8.**

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



## eLearning Department

### Canvas 101: Teaching with Canvas

**Start Date: Monday April 8th**

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.

On completion of all the requirements faculty will receive 22 PD Hours.

**Level: Beginner**

**Register Now!**

**Facilitator: Bruce Wolcott**

Canvas 101 required before Canvas 201 registration.

### Copyright Information for Educators

**Start Date: Monday April 14th**

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.

On completion of all the requirements faculty will receive 18 PD Hours.

**Level: Beginner**

**Register Now!**

**Facilitator: BC Librarian**

## Accessibility 101: The Basics of Inclusive Design

**Start Date: Monday April 22nd**

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.

On completion of all the requirements faculty will receive 20 PD Hours.

**Level: Intermediate**

**[Register Now!](#)**

**Facilitator: Debi Griggs and Betsy Zahrt Geib**

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

**Start Date: Monday April 29th**

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 like Assignments, Quizzes and Discussions used in Canvas, using Universal Design for Learning Principles (UDL) to improve the Canvas experience for all 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.

On completion of all the requirements faculty will receive 22 PD Hours

**Level: Intermediate**

**[Register Now!](#)**

**Facilitator: Mandie Nash**

## Virtual Reality for Experimenters

**Dates: May 15, 22, 29**

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 with teaching faculty in Launceston, Tasmania.

Participants will have the opportunity to become officially approved to use the VR technology in the LMC on their own!

On completion of all the requirements faculty will receive 6 PD Hours.

**[Register Now!](#)**

**Facilitator: Bruce Wolcott**

## 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

**[Register Now!](#)**

**Contact: [Sukirti Ranade](#), Director of eLearning**





## Community & Wellness

### BC Faculty & Staff Choir

**Fridays, 2:30 – 3:30 pm on April 12, 26, May 10, 24  
June 7 Choir Room, E126**

Building on the highly successful fall and winter experiences, we invite you to join the BC Faculty & Staff Choir! We will be meeting every other Friday starting on April 12 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 and staff to get together and explore a musical way of engaging in community and wellness!

**Get on the list!**

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

### Language and Community: A Literary Discussion Group

**Monthly meetings: Tuesday, April 16, 2:30 – 3:30 pm; Tuesday, May 14, 2:30 – 3:30 pm; and Wednesday, June 5, 2:30 – 3:30 pm in D104**

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 Terrance Hayes, Ocean Vuong, Layli Long Solider, Beidao, and Jane Jeong Trenka. 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 April 12 to receive the readings from Nan**

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

### Meditation

**Tuesdays, 11:30 – 12:00, April 8 – June 10**

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, contact [Wei Geiger](#), A&H*

## BC College Administrators and Initiative Leads 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, April 10, 3:00 – 4:00 p.m. Th, June 6, 12:30 – 1:30 p.m.
Associate VP of HR	Suzette Yaezenko	TBA – Check 25Live
Interim VP of Equity and Pluralism	Dr. Sayumi Irey	T, April 9, 1:30 – 2:30 p.m.
BC Guided Pathways Leads	Allison Kang Maggie Harada	Th, April 18, 1:30 – 2:30 p.m. Th, May 16, 2:30 – 3:30 p.m. Th, June 6, 1:30 – 2:30 p.m.
Dean of RISE Learning Institute	Dr. Gita Bangera	M, April 15, 2:30 – 3:30 p.m.
Director of Marketing and Community Development	Katherine Hall	Th, May 9, 12:30 – 1:30 p.m.

### \*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.

## Thank you to the Faculty Commons CONTRIBUTORS

Archana Alwar, A&H, Adjunct Mentoring Lead  
 Jen Anderson, A&H, Faculty Development Lead  
 Aris Andrade, Faculty Commons Program Manager  
 Stephanie Brommer, Social Science, Curator  
 Jennifer Conner, Technology Support Services  
 Sonya Doucette, Science  
 Tonya Estes, ABE/HSC, Faculty Commons Director  
 Sara Gardner, ASN  
 Wei Geiger, A&H  
 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  
 Deepti Karkhanis, Social Science  
 Miranda Kato, HSEWI, PBL Lead  
 Brandon Lueken, Grants  
 Nan Ma, A&H  
 Elena Maans, LMC  
 Ann Minks, HSEWI  
 Lisa Moore, Institutional Advancement  
 Sue Nightingale, Science  
 Sapan Parekh, RISE  
 Michael Pulido, Social Science  
 Michael Reese, RISE  
 Pat Roberts, Technology Support Services  
 Tobi Rosenberg, A&H



Adult Basic Education Faculty, Marge Goertz and Timothy Chang, prepare to facilitate an interactive session on Reading Apprenticeship

## IDEAS WANTED



What would you like to see the Faculty Commons offer that would be fun, interactive, not necessarily work-related, but a way to connect with each other in a way to promote health, happiness, and togetherness?

Let your Council Representative know.  
 Come by and talk with Aris or Tonya.  
 Send an email. Put a note in our suggestion box.  
 We are a Commons!

## 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 [bellevuecollege.edu/policies/](http://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, 425-564-2178, Office R130.

Gita Bangera, 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