BELLEVUE COLLEGE

FACULTY COMMONS

FALL 2019 PROGRAM

Welcome to Fall Quarter 2019!

There's something special about fall in our cycle of education. Whether we are students, instructors, administrators or staff, fall is when we start again; we might buy new clothes and supplies, reset our goals, and give ourselves positive affirmations of success! In the Faculty Commons, we are looking at this year through fresh but experienced eyes. We are building on the successes of the past year, as well as planning on avoiding the mistakes we have made, while knowing we will make new ones. We are excited about the new and revised programming we have to offer this fall and the collaborations we have made to strengthen our college. Our Faculty Commons is an ever-evolving resource led by faculty. I hope this year you'll find just the right support for you in the Commons. Here is a sampling of what we have to offer:

- **New Faculty Orientations**
- **The Developing Instructor Academy**
- **A suite of evidence-based, equity-creating workshops**
- **Online pedagogy workshops**
- **Blogs**
- **Teaching Resource Repository on SharePoint**
- **Book clubs**
- **Mentoring programs for adjuncts and tenure-track faculty**
- **Advocacy**
- **Career development support**
- **Community building**
- **Office hours for support (Faculty Leads, BC Administrators, ATD Leads)**
- **Space to work, meet, eat, or rest**
- **Book and Surface loans**

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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 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

The Faculty Commons continues to offer strands and suites of workshops and other offerings that follow a meaningful path based on your current needs for professional development. We've done the research, collaborated with BC colleagues, and collected the opportunities in both the Commons and other areas on campus where faculty engage in PD so you can reach your professional and, perhaps, personal goals.

The Developing Instructor Academy

You might be new to college instruction or have been teaching for years - these workshops are made for you! We 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 of these integral elements of teaching for your courses. You might discover an area you would like to dive deeper into in future quarter workshops, and Jen will help you make those plans.

How to get involved:

- Jen Anderson, the Faculty Development Lead, is happy to answer any questions about this academy. Her email is: **jeanders@bellevuecollege.edu.**

- 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 on a single topic, 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		Transparent and Relevant Assessment

Nuts and Bolts of College Instruction

Hybrid, October 1 - November 19
Four in-person sessions on Tuesdays, 10/1, 10/15, 10/29, 11/12 from 2:30-4:30 p.m. in D104H

What do we need to know and do to not only fulfill our job with our students but also develop confidence in our role? The Nuts and Bolts workshop strand engages faculty in discussions about the fundamentals of being a college instructor, while making practical applications to our instruction. Throughout these sessions we introduce evidence-based strategies and intertwine equity, cultural responsiveness and growth mindsets as we do hands on activities with our syllabi, outcomes, lesson plans, assignment creation, and student support strategies.

25 PD Hours
$300 stipend* available for instructors who complete all online work and attend at least 3 of the 4 face-to-face sessions
10 seats; Register early

October 1 The Learner-Centered Syllabus & Connecting Outcomes to Performance	Review what should be included in an inclusive syllabus and how to develop your classroom management and course policies. Use syllabus quizzes; student-developed classroom norms and expectations. Discuss Backwards Design and the importance of connecting course outcomes to course content.
Online Implementation and Reflection	Revise syllabus and practice using Backwards Design for course development. Work with Canvas Peer Review to complete this online work.
October 15 Universal Design for Learning	Share ideas for lesson planning and delivery with a focus on Universal Design for Learning (UDL) and explore Equity/Growth Mindset vs. Deficit Mindset.
Online Proven Retention Strategies	Discuss the practices proven to increase retention: 1. learning students' names; 2. early low-stakes assessment; 3. immediate intervention; 4. meeting students one-on-one; 5. master of paradox
October 29 TILT	Use the Transparency Framework to revise one assignment, making the "why" "what" and "how" behind each assignment clearer for our students.
November 5 TILT Implementation and Reflection	Develop an assignment using TILT. Use Canvas Peer Review to assess assignment clarity and purpose.
November 12 Partnering with Student Support Services	Learn ways faculty can partner with key student service providers on campus (Counseling, MCS, DRC, Advising) to enhance student learning and support.
Online The Significance of Reflection	Build student reflection and your own instructor reflection into a regular practice to add depth to learning in the classroom.

the FACULTY COMMONS is YOU

Student Engagement Strand

Hybrid, October 4 – November 22
Six in-person sessions on Fridays, 10/4, 10/11, 10/18, 11/1, 11/8 & 11/22 from 12:30-2:30 p.m. in D104H

No matter how long you've been teaching, this transformational offering is for you! Why? We know that an engaged student is much more likely to succeed in college. The Student Engagement Strand centers on active learning and community building in the classroom. The strand begins with an interactive investigation of the most current research on how we learn and then uses that brain research as a foundation for workshops on active learning, community building, facilitating discussions, and enhancing one's presentation style. 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 5 of the 6 face-to-face sessions and complete all related work.

10 seats; Register early

October 4 How People Learn, I	Brush up on the basics of how people learn including: brain research, UDL, a focus on visual learning; metacognition, and equity.
October 11 How People Learn, II	Continue the study of the basics of how people learn including: brain research, UDL, a focus on visual learning; metacognition, and equity.
October 18 Engage with Technology	Enjoy an introduction to a variety of technology tools for engaging students, led by Betsy Zahrt-Geib, Online Instructional Designer.
Online Implementation and Reflection Work	Time to dive deeper into one of the topics or tools shared thus far and try it out! Reflect on your choice, what you did, and how it went in an online assignment in Canvas.
November 1 Building Community through Active Learning	Examine the research behind active learning and develop tools to build both simple and more complex active learning strategies in the classroom. Learn specific strategies, beyond icebreakers, to build community in the classroom, whether on ground or online.
November 8 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 and strategies to effectively use small groups to enhance learning.
Online Implementation and Reflection Work	Time to dive deeper into one of the topics or tools shared thus far and try it out! Reflect on your choice, what you did, and how it went in an online assignment in Canvas.
November 22 Partnering with Student Support Services	This session focuses both on public speaking and performance to improve your presence in the classroom and ability to convey effective lessons.

WORKSHOP SUITE *of High-Impact, Equity-Creating Teaching & Learning Frameworks and Practices*

Take a deeper dive into teaching and learning frameworks and practices that are based in research on how adults 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 your students as learners.

High 5

Hybrid: October 7–November 18
On-ground or Zoom meetings: October 7 and November 18, 1:30-3:00 p.m., D104E

A Faculty Commons original, High 5 is a movement toward closing the opportunity 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 from 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 *with a UDL Approach*

Fully Online - September 30 – November 1
Optional meeting (remote available) October 14, 1:30–2:20 p.m. in D104H

Preparing for the First Week of Class is a workshop meant for new faculty and seasoned faculty. You might have learned about the concepts behind teaching with a universal design for learning (UDL). You may have even incorporated some of the elements into your day-to-day instruction. Now, in this workshop, with a review of UDL, we'll explore ways to ensure a universally-designed 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 a September 28 deadline.

*For more information, contact **Archana Alwar**, Adjunct Mentoring Lead*

NEW ## Facilitating Student-Led Conferences

Monday, September 23, 1-4 p.m. in D104H

Study and practice techniques for facilitating student-led conferences in any discipline! One complaint about student conferences is that they very often become meetings without reasons or agendas--wastes of instructor and student time. With highly structured student-led conferences, students present and critique their own strengths and weaknesses and potentials plans of action for building on and addressing them. At the same time, they prompt students to look back at their own work and practice autonomous self-evaluation with guided instructor input. This workshop shows participants how to: organize conference materials, encourage student planning, regulate their feedback, and modify the materials and process to fit their particular content and concerns. This three-hour workshop walks instructors through the student-led conference protocols and procedures and then allows them time to practice a mock conference with a peer.

3 PD hours
Sign up and get this on your calendar today!

*For more information, contact **Brian Bergen-Aurand**, A&H*

NEW ## Building Expertise: Sharing Reading Strategies to Boost Student Confidence and Success

Fully Online: October 10 – November 14

Students enter the classroom with varying degrees of confidence in themselves as readers. When we share with students the many reading strategies we use in our own areas of content expertise, their reading comprehension and confidence increase. This leads to greater student success in understanding class texts and completing reading assignments.

In this online workshop, you will begin with an exploration of yourself as a reader by reflecting on your reading history and how you have developed into an expert reader in your discipline. Using this awareness, you will learn to share with your students the complex cognitive processes you use as a proficient reader – you will, in a sense, "open your mind" to your students.

A variety of metacognitive reading strategies will be demonstrated, as the workshop will include videos and text examples from a variety of content areas and formats (printed texts and e-texts). By the end of the workshop, you will have designed an effective reading mini-lesson you can immediately use in your classroom. Coaching will be provided throughout to guide you in implementing what you learn in your content area.

10 PD Hours
$100 stipend*
10 seats; Register now

*For more information, contact **Timothy Chang**, BaTS or **Eric Nacke**, BaTS*
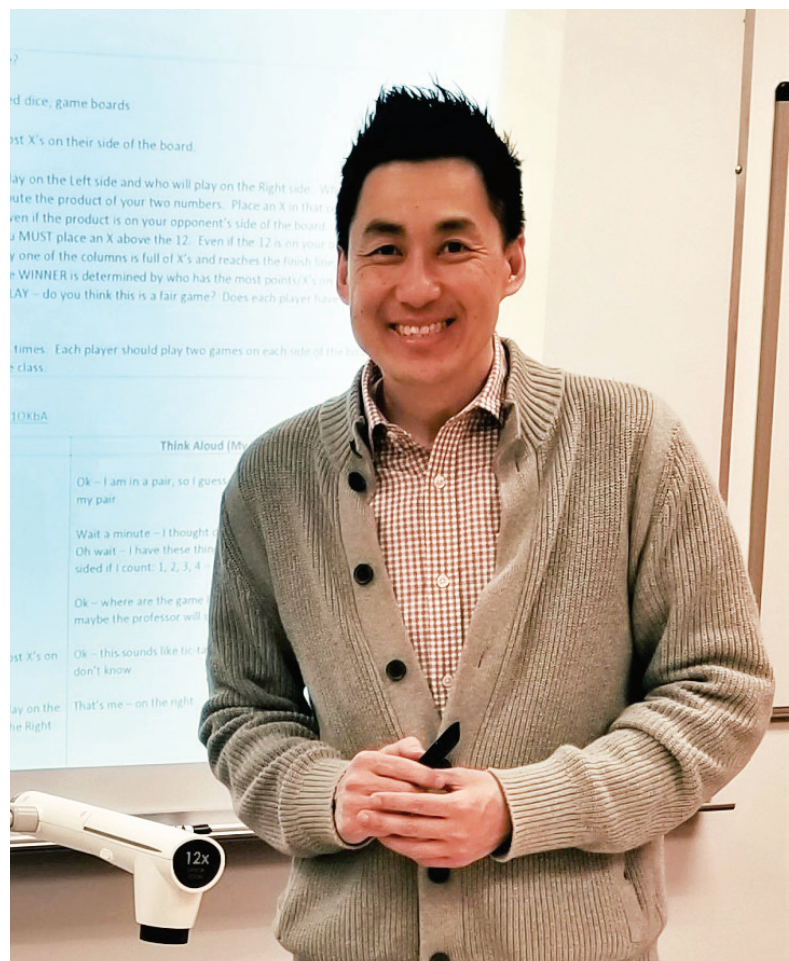
Teaching Square – An Opportunity to Observe and Reflect

September 30–November 4
Registration closes September 25 so the group can plan for the 3 meeting dates.
(If you teach online, please see the Online Teaching Square option on page 18)

This quarter, you can join fellow faculty members who teach on-campus courses 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*
4 seats maximum. Register now!

For more information, contact Hima Rami, BaTS

*STIPENDS

Most Faculty Commons 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.

BOOK CLUBS

This year, the Faculty Commons is continuing our book club series with a focus on diversity. Fall quarter, explore the role the internet and our connections to it might play in our students' academic success. Curious? Me, too!!

2019–2020 Book Clubs with a Focus on Diversity

Fall	Winter	Spring
Digital Identities: Creating and Communicating the Online Self, Rob Cover **Facilitator:** Brian Bergan-Aurand	*Exploring diversity through a curated selection of graphic memoirs* **Facilitator:** Elena Maans	Your Idea Here! **Facilitator:** You!

Digital Identities: Creating and Communicating the Online Self

5 Fridays, October 4 –November 1
11:30 a.m. – 12:30 p.m. in D104E

In Digital Identities, Rob Cover makes the audacious claim that for those living in the affluent West, the divide between online and on-ground selves has become so porous as to no longer exist. We now live between the virtual and the real to the extent that differentiating between the two no longer makes sense when we try to analyze ourselves and others. In this reading group, we will discuss the accuracy of Cover's description of the contemporary situation and the ramifications such a situation has on how we plan and teach our courses to our students.

As we consider such topics as Ubiquitous Digital Networks, Social Networking, Performativity, Identity and Embodiment, Globalization, and Internet Addiction, should we alter our teaching design and delivery to address the fact that our students (and our selves) are already digital? Such a thesis raises any number of questions about how we address content, engagement, assessment, and evaluation in our classes and challenges the very concept of teaching modalities. Engage with colleagues to discuss the implications of our digital society.

10 PD Hours
$150 stipend* for faculty who submit a final assignment
10 Seats; Register Now!

*For more information, contact **Brian Bergen-Aurand**, A&H*
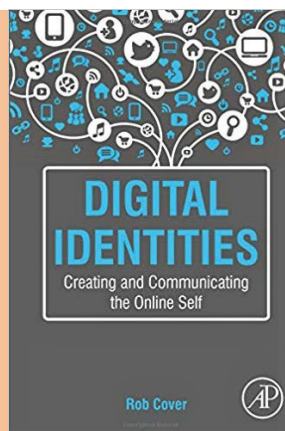
Brian Bergen-Aurand

2019–2020 Book Clubs with a Focus on Climate Justice

Fall	Winter	Spring
Parable of the Sower by Octavia Bulter **Facilitator:** Cara Diaconoff	*A Perfect Moral Storm: The Ethical Tragedy of Climate Change* by Stephen Gardiner **Facilitator:** Kelli Callahan and Russ Payne	TBD **Facilitator:** TBD

Parable of the Sower

Wednesdays 9/25, 10/9, 10/23, 11/6, 11/20
11:30 a.m. – 12:30 p.m. in D104H

Holding onto our humanity in the face of what may be coming as a result of the climate crisis will be a never-ending challenge, but also a determining factor in whether this crisis turns us toward one another or pits us against each other. The Parable of the Sower, set in California in the 2020s, is a literary work of dystopian fiction in which society has largely collapsed due to climate change, growing wealth inequity, and corporate greed. The novel centers on 15-year-old Lauren Olamina, a young woman living in a gated community sheltered from the surrounding anarchy, who suffers from hyperempathy—the ability to feel pain and other sensations she witnesses. Facilitated by Cara Diaconoff (English), this book club offers faculty from all disciplines an opportunity to discuss what the future may look like and how we may help ourselves, and our students, prepare for and navigate it.

5 PD Hours
Cost of the book is covered (Sponsored by the Provost's Office)
15 participants; Register Now!

For more information, contact Cara Diaconoff, A&H

Climate Justice Online Faculty Learning Community

Fully Online

This fully online, asynchronous Climate Justice Faculty Learning Community supports faculty as they develop a climate justice-focused lesson. The learning community will be modeled after a popular and successful in-person version offered in Fall 2018, and is designed to help participants hone their knowledge of climate justice issues and, with significant support, teach one lesson in an existing course that addresses the looming threats of climate disruption and mitigation. Participants are not required to have any pre-existing specialization or knowledge of climate change. Faculty will work collaboratively online in small groups using online collaboration tools. We will begin with group brainstorming aimed at helping faculty link a disciplinary concept taught in their course to a climate justice issue. Lessons will be implemented during the 2019 – 2020 academic year.

20 PD Hours
$500 stipend* (Sponsored by the Provost's Office and the Office of Sustainability)
12 participants; Register Now!

For more information, contact Rose Pugh, Science

Climate Justice in Action

Session dates and times will be determined based on participants' schedules

This asynchronous learning community will provide significant support to faculty who want to develop and implement a climate justice-focused student project, within a local community, in their course. Student projects should be implemented in courses during the 2019 – 2020 academic year and be focused on mitigation of, or adaptation to, the climate crisis underway in our communities. Neither prior knowledge of climate justice nor an already existing project is required, as this learning community will educate faculty about climate justice and support faculty in devising a project for students. The learning community will be implemented in collaboration with the RISE Learning Institute and the Office of Sustainability, who will help faculty connect to on- and off-campus communities in which student projects may be carried out. We will begin with group brainstorming followed by supported project development for one of your courses. Brainstorming with other faculty, and a menu of project options, will help you generate and refine ideas for your own course. The facilitator has over 10 years of experience with infusing sustainability lessons into traditional courses, and first-hand experience with community-based student projects, so all participants will be well-supported.

30 PD Hours
$1000 stipend* (Sponsored by the Provost's Office)
20 participants; Register Now!

*For more information, contact **Sonya Doucette**, Science*

PBL 101: Designing Engaging Projects

September 26 + October 3, 1:30 -3 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. This workshop series entails three hours of meetings and three hours of independent study and work.

6 PD hours
$75 stipend*

Assessment for Project-Based Learning

October 8 + 15, 1:30 – 3:00 p.m. in D104E

How do you grade and assess team projects? Do you give the same grade to the whole group? Do you assign roles 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

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*

Building Collaborations for PBL

November 12 + 19, 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:

- Methods for making more time and space for projects
- Interdisciplinary collaborations between upper-division and introductory courses that can fuel contextualized, project-based learning
- Opportunities to partner with units and student clubs on campus that could serve as "clients" for projects

- 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

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

6 PD hours
$75 stipend

Students, Your Assignment Is to Reinvent BC

October 31 & November 7, 1:30-3 p.m. in D104E

This year Bellevue College is writing equity and sustainability plans, updating all of its other strategic plans, envisioning new curriculum maps as part of Guided Pathways, and designing a new Innovations building. The college wants students engaged in this work . . . and you want engaging and authentic assignments. What's more authentic than re-envisioning and re-inventing your own college? We will explore:

- Ways that faculty at BC and other colleges have been and are engaging students in this type of visioning work
- Planning and design projects at BC that would welcome student input
- Open educational resources, tools, and approaches that you could use in your classroom to help your students re-envision the college experience in general or BC in particular.

Every participant will create an assignment that will connect the work of reinventing the college to an existing learning outcome in one of their courses. Join Michael Reese and Miranda Kato to explore project-based learning . . . with BC itself as the project. This workshop series entails three hours of meetings and three hours of independent study and work.

6 PD hours
$75 stipend

Faculty Learning Community for Integrating Undergraduate Research

This faculty learning community (FLC) is designed to help you develop and implement an undergraduate research experience in one of your classes. Course-based undergraduate research experiences (CUREs) engage students in an open-ended process of discovery. Students have the opportunity to learn from their failures, to reiterate, to collaborate, and to communicate their findings. Numerous studies show that CUREs, particularly those that occur early in students' college experience, increase retention rates and close equity gaps.

The Undergraduate Research FLC will consist of a face-to-face workshop series in Fall Quarter, in which participants work to identify and develop a CURE for an existing course. In Winter Quarter, participants will implement this CURE into a course. Throughout the process, participants will work collaboratively and support one another. This FLC will meet five times in Fall Quarter and twice in Winter Quarter. Times and dates will be finalized before the start of Fall Quarter. Participants will complete a total of 70 hours of professional development, which may be used as a part of BC's promotion processes. They will also receive a $500 stipend in Fall Quarter and a $500 stipend in Winter Quarter. This FLC is open to all part-time and full-time faculty in all departments.

Co-Facilitators: Jackie Miller and Kathy Hunt

If you are interested in participating in this FLC, please complete a very short application by September 30.

For more information, contact Jackie Miller

RISE Community Immersions: Trans Community & Gender Diversity

December 10-11, 2019

RISE Community Immersions provide participants – faculty, staff, and administrator – the opportunity to immerse themselves in a topic of local importance over two days, all in the community. Participants will network with and learn from experts, engage in small service projects or other experiences, and walk away with a greater understanding of the multifaceted nature of the topic. Faculty will reflect on how to apply what they learn or who they meet to their classes and programs.

In honor of the trans women of color who played a pivotal role in the Stonewall Riots 50 years ago, the second RISE Community Immersion will be about the trans community and gender diversity more broadly. All programming will take place off campus—transportation and food will be provided both days.

All participants must commit to both days, as community agencies are devoting their time to this program. Faculty who complete both days, go through a reflection, and submit an evaluation will earn 15 professional development hours.

Facilitator: Sapan Parekh, Associate Director Service-Learning & Community Engagement, RISE Learning Institute

We encourage faculty, staff, and administrators to apply by November 15.

CAREER DEVELOPMENT SUITE

Another grouping of workshops is for those of you who are 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
Office365 - OneDrive, Groups, SharePoint, OneNote	Office365 - OneDrive, Groups, SharePoint, OneNote	Office365 - OneDrive, Groups, SharePoint, OneNote
Writing and Updating Your CV +Connecting Through LinkedIn	Writing and Updating Your CV +Connecting Through LinkedIn	Writing and Updating Your CV +Connecting Through LinkedIn
Writing Your Teaching Philosophy Statement	Writing Your Teaching Philosophy Statement	
Writing Your Diversity Statement	Writing Your Diversity Statement	
Preparing for the Interview	Preparing for the Interview	
Applying for Sabbatical Leave	Preparing for your Classroom Observation Teaching Square	
Preparing Your Full-Time Promotion Application	Preparing Your Full-Time Promotion Application	(Submit Your FTP Application by April 8!)

MyBC-SharePoint, OneDrive, Groups, and OneNote for Faculty!

Come to one session or come to each in A109B

MyBC-SharePoint—the Basics
Wednesday, October 16, 1:30 – 3:00 p.m.
- Introduction to My BC-SharePoint
- Permissions overview
- Understand when and why to use a SharePoint site

MyBC-SharePoint—Libraries
Thursday, October 17, 1:30 – 3:00 p.m.
Prerequisite: Familiar with MyBC SharePoint

Create Views in Document Libraries! Attendees will be provided with a logical explanation of why Views are more useful than storing and looking for data in multiple Document Libraries and folders. This will be a hands-on workshop for creating a Document Library and applying multiple views.

Facilitator: Pat Roberts, TSS

12 seats; Register for SharePoint by October 7 so Pat can create individualized practice pages for you!

OneDrive and Groups
Wednesday, October 23, 1:30 – 3:00 p.m.
- What is OneDrive and when to use it
- Creating and sharing documents
How to create a group and how can it be used to collaborate

OneNote
Thursday, October 24, 1:30 – 3:00 p.m.
General Interface and functionality
- Creating a notebook and pages
- How to lookup the history and how to search

Facilitator: Jennifer Conner, TSS

12 seats; Register Today!

*If you have questions about the following two workshops, please contact **Lindi Mujugira**, Career Connections or **Christina Sciabarra**, Social Science*

Updating Your Faculty CV

Mondays, October 14 + 21, 1:30 – 2:30 p.m. 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 current and former BC Center for Career Connections staff 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.

Get this on your schedule—register today!

The Habits of Highly Effective Professionals: *Connecting Through LinkedIn*

Monday, October 28, 1:30 -2:30 p.m. in D104E

Are you LinkedIn? Connected to other professionals in your field OR is your profile frozen in time? Come and see why LinkedIn is a powerful tool for higher education professionals. Please join us for an overview as we also provide one-on-one advice on your profile. Not just for job applications but to participate in groups, share information, and build your network.

Get this on your schedule—register today!

Writing Your Teaching Philosophy Statement

Wednesdays, October 30 & November 6, 2:30-3:30 p.m. in 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? 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.

**Let us know you're coming!
Register by October 23**

*For more information, contact **Tim Jones**, Social Science, Tenure-track Faculty Mentoring Lead*

Writing Your Diversity Statement

Mondays, November 18 & 25, 3:30 – 4:30 p.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 now a requirement for any employment in higher education 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 to hold your spot!

*For more information, contact **Tonya Estes**, ABE/HSC, Faculty Commons Chair*

Preparing for the Interview

November 12 & 14, 2:30 –4:00 in D104E

This 2-session workshop focuses 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!

Don't miss this opportunity! Register now.

*For more information, contact **Lindi Mujugira**, Career Connections or **Archana Alwar**, Adjunct Mentoring Lead*

Preparing Your Full-Time Promotion Application

November 5, 10:30 a.m. or 2:30 p.m. in D104H
November 20, 12:30 p.m. or 3:30 p.m. in D104E

They are due April 8, 2020! It's not too early to start working on your promotion application for either Senior Associate Professor or Full Professor. Drop in to review the process and criteria for this promotion with a member of the FTPRC. They will provide accurate information, answer questions, and get you started with handouts and ideas for creating a meaningful application package.

*For more information, contact **Laura Nudelman**, FTPRC Chair*

Applying for Sabbatical Leave

November 13, 11:30 a.m. -12:30 p.m. &
November 14 3:30 – 4:30 p.m. in D104H

Thinking about a sabbatical? The application is due February 3, 2020 for the 2020-2021 academic year. We encourage you to come to one of these sessions to meet with members of the Sabbatical Review Committee. They will review the application process, requirements, and timeline, as well as provide examples of applications from faculty who have recently been awarded sabbatical.

*For more information, contact **David Lopez-Kopp**, A&H, SRC Chair*

Call for Proposals

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 Winter 2020. To be considered, please submit your proposal for winter by October 20 at the very latest.

Submit proposals to: http://bcfacultycommons.formstack. com/forms/2019_proposals

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 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 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-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	*Canvas 101	*Canvas 101
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	Quality Online Pedagogy	Online Teaching Squares
Creating Animated Videos	Creating Animated Videos	Creating Animated Videos

B | eLearning

Canvas 101: Teaching with Canvas

Monday, September 23 – Friday, December 6

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.

22 PD Hours upon completion of the requirements
Level: Beginner
Register Now!
Facilitator: Bruce Wolcott
Note: Canvas 101 will be required before you register for Canvas 201.

Copyright Information for Educators

Monday, September 30 – Friday, October 25

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.

18 PD Hours upon completion of the requirements
Level: Beginner
Register Now!
Facilitator: BC Librarian

Accessibility 101: The Basics of Inclusive Design

Monday, October 7 – Friday, November 15

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.

20 PD Hours upon completion of the requirements
Level: Intermediate
Register Now!
Facilitators: Debi Griggs (IBIT) and Betsy Zahrt Geib (Social Science)

Canvas 201: Taking your Course to the next level!

Monday, October 14 – Friday, December 6

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.

22 PD Hours upon completion of the requirements
Level: Intermediate (Canvas 101 completion is required before you register for 201)
Register Now!
Facilitator: Ann Minks (Allied Health Faculty)

Virtual Reality for Experimenters

Date: Wednesday, November 20
Location: LMC – XR Lab

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!

Level: Intermediate
Register Now!
Facilitator: Bruce Wolcott

Other trainings through eLearning

Question? *Please Contact: Sukirti Ranade, Director of eLearning, at **sukirti.ranade@bellevuecollege.edu** or in-person in **D140***

- How to Copy a Canvas Course; Your Syllabus in Canvas; Aligning Your Syllabus with the Canvas Gradebook; Canvas Hacks; UDL for Module Design

- Panopto video lecture capture tool with auto captions; Zoom – create an online meeting; Knock on my Door: Exploring Cranium Café

FACULTY COMMONS
Bellevue College

Online Teaching Squares

Fully online, September 23 – November 12

This workshop is for instructors who have taught online courses and completed CANVAS 101 training or its equivalent.

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.
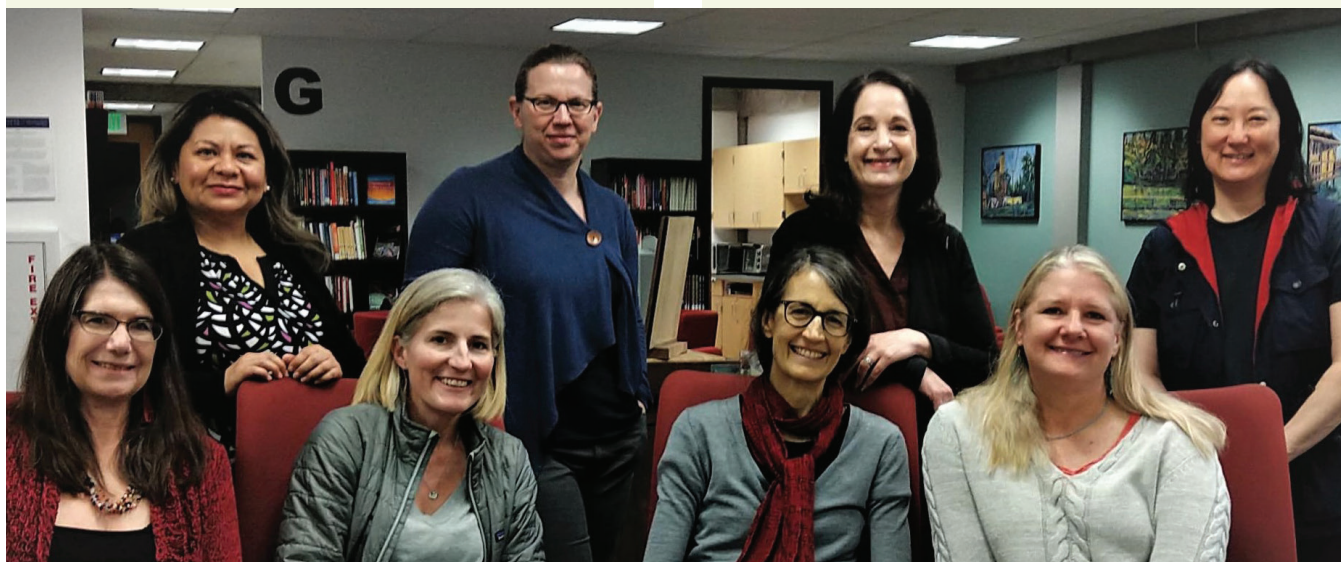
16 PD Hours (You will need to commit to 16 hours of steady work over the quarter to fulfill the requirements of this workshop. The success of a teaching square depends on consistent interactions with participants.)
8 seats maximum
$200 stipend*
Register today! Registration deadline is September 20.

*For more information, contact **Ann Minks**, HSEWI*

NEW   ## Creating Animated Videos

Fully Online, September 30 – November 12

Want to engage students in the online environment right from the start? This workshop helps faculty make their own animated videos to use in Canvas courses! Participants will be using Powtoon to create, edit, publish and share a video – either a self-introduction, welcome, or tutorial video. This interactive and hands-on workshop will help you produce attention-grabbing videos that can make your course more engaging and easier to navigate.

10 PD Hours
$100 stipend* with completed video
10 seats maximum (Offered Winter 2020):

Register Now!

*To learn more, contact **Ahmad Ghashmari**, ELI*

Participate in the Adjunct Mentoring Program as a Mentor or a Mentee!
Fall 2019/Winter 2020 Cohort

The Faculty Commons Adjunct Mentoring Program brings new and current adjunct faculty together with trained mentors to provide support in a coordinated way. A survey of needs helps us create a meaningful mentoring pair. Mentors can provide an early point of connection, to orient and welcome faculty to the Bellevue College campus community and resources, as well as support instruction or receive support to advance their career.

Since the start of the Adjunct Mentoring Program in Fall 2017, 34 adjunct faculty have received 166 hours of mentoring with a trained faculty mentor. Mentors have received a total of 46 hours of mentor training. Adjunct faculty from all 7 areas of the college have received mentoring, by 23 different mentors from 5 divisions. Mentoring pairs have also had access to 330 hours of one-on-one support by Archana, the Mentoring Lead.

Our program promotes connection, communication, trust and community. To support the growth of our faculty, we incorporate the practice of reflection on each instructor's current position, goals, and teaching approaches. Mentors are afforded a significant leadership opportunity and a chance to re-invigorate their passion for their career by sharing their expertise with others.

Our two-quarter mentoring model includes:

One-on-One Mentoring
In the first quarter, mentoring pairs are matched based on a survey of needs. Mentees explore their roles, responsibilities and individual goals within the scope of the Bellevue College culture of Teaching and Learning Excellence with the guidance of an advocate in their mentor without the pressure of formal evaluation.

Teaching Talks
Mentees can choose to continue working together through regular Teaching Talks to share teaching concerns and discuss techniques and strategies with experienced and inspiring instructors. This is open to all adjunct faculty, but adjuncts in the Adjunct Mentoring Program will receive PD hours.

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

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 today!**

*For more information, contact **Archana Alwar**, Adjunct Mentoring Lead*

ADVOCACY for faculty comes in many forms through the Faculty Commons

We continue to build our support for faculty by collaborating with BCAHE, the Positive Policies for Adjunct Task Force, and Human Resources to identify current needs and create meaningful offerings. In addition, our staff and leads in the Commons are always here to meet with you, respond to your email, or take a phone call about any topic of concern. We will support you!

Advocacy Offerings 2019-2020

Fall	Winter	Spring
Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities
How to Read Your Paycheck	How to Read Your Paycheck	How to Read Your Paycheck
Benefits 200	Benefits 200	Benefits 200
Adjunct Advocacy Fair		Adjunct Advocacy Fair

Adjunct Rights and Responsibilities: Knowing the Faculty Contract

Tuesday, October 29, 2:30 – 3:30 p.m. in D104E

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, 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

Tuesday, October 8, 1:30 –2:30 p.m. in D104H

Curious what all those deductions in your paycheck 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!

*For more information, contact **Sue Nightingale**, Science*

Benefits 200

Thursday, November 7, 2:30 – 3:30 p.m. in D104H

You may already know about your healthcare benefit options, but do you know about DCAP? FSA? LTD? Tuition waivers? Bookstore discounts? Deferred Compensation? The Summer Childcare Subsidy? Curious about the different types of leave, "averaging" and/or the upcoming paid family medical leave? There are a variety of benefits offered to BC employees that you might be
missing out on. Representatives from BCAHE and
HR will cover these lesser known benefits and talk about how they might be right for you.

*For more information, contact **Sue Nightingale**, Science*

Adjunct Advocacy Fair

Wednesday, October 16 & Thursday, October 17 12:30 -4:00 p.m. in D104H

Adjuncts are invited to attend an Adjunct Advocacy Fair in the Faculty Commons from 12:30 pm to 4 pm Wednesday, October 17, and Thursday, October 18, in the Faculty Commons. Please drop in at any point during the fair for pizza, camaraderie and important information from HR, Governance, BCAHE and Faculty Commons representatives. There will be particular times for sessions about a variety of benefits, professional development, governance and union support. Stay tuned!

Grants 101

Wednesday, October 9, 1:30 -2:30 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 Adult 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*

BC Foundation Mini-Grant Information Sessions

September 24, 1:30 -2:30 p.m.
October 10, 10:30 -11:30 a.m.
October 23, 3:30 -4:30 p.m. in D104E

Is there a special project, instructional enhancement, or professional development opportunity you have been wanting to tackle? The BC Foundation has the Mini-Grant Program that can help support your ideas and goals. The Foundation would like to invite you to attend any hosted information session(s) where you can learn more about the program or discuss a project or idea you have been considering. Mini-Grants are designed to support BC projects and programs that may not be eligible for support through other college funding sources. Mini-Grant awards each year range from $300 - $3,000. Complete your application to be considered for funding starting September 16th to November 15th. More information and the application can be found on the Foundation website.

Facilitators: Lauren Hardin/Rebecca Chawgo, **Bellevue College Foundation**

COMMUNITY & WELLNESS

BC Faculty & Staff Choir

Fridays, 2:30- 3:30 p.m. (Sept 27, Oct 11, Oct 25, Nov 15, Nov 22) Choir Room, E126

This Fall Quarter, the BC Faculty and Staff Choir are back for another year of fun, learning and community building! We will learn new songs, expand our vocal range, and participate in fun activities such as going caroling around campus at the end of the quarter! We will be meeting in E126 (Choir Room across from the Carlson Theater) starting on September 27th. Aimee Hong, our own BC Faculty member who teaches Class Voice and Concert Choir, will be leading us as we sing together in community. Feel free to drop by at any session and find out what a fun and lively group we are!

Sign up to 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: September 26, October 17, November 20, 2:30 – 3:30 p.m. in D104F

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.

Register by September 23 to receive the readings from Nan

*For more information, contact **Nan Ma**, A&H*
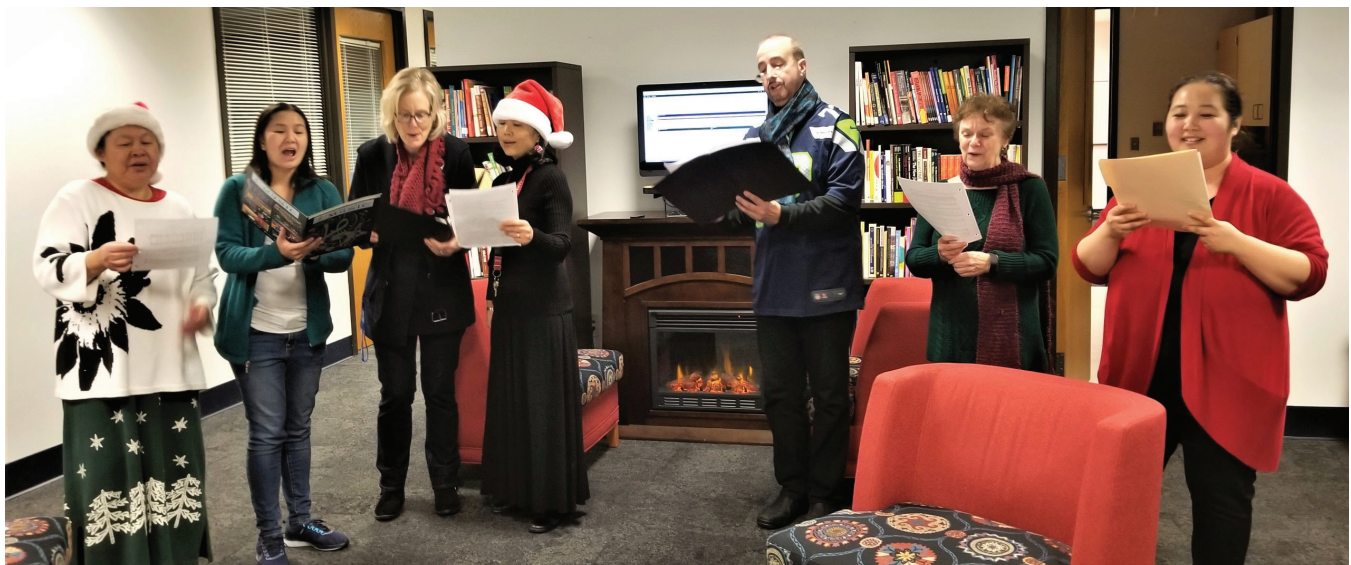
BC Faculty & Staff Choir

FACULTY COMMONS LEADS &
DRC DROP-IN MENTORING & SUPPORT

Here is a team ready to support you and your teaching throughout Fall Quarter!

Faculty Development Lead, Jen Anderson
For support in assessment & lesson design, student engagement strategies, growth areas as illustrated on student evaluations or performance reviews.
Tuesdays, 9:30 a.m.–11:30 p.m.
Fridays, 9:30 a.m.–12:30 p.m.

Adjunct Mentoring Lead, Archana Alwar
For support and mentoring in adjunct-related topics, including career development and instructional design.
Mondays, 8:30–10:20 a.m. & 1:30–2:30 p.m.
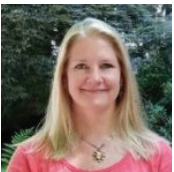Wednesdays, 1:30–3:30 p.m.

Tenure-Track Mentoring Lead, Tim Jones
For support in your tenure, whether you're in year 1, 2, 3 or 4.
Wednesdays, 10–11:30 a.m. & 1–2 p.m.
Thursdays, 10–11:30 a.m. & 1–2 p.m.

Faculty Commons Director, Tonya Estes
Discuss ideas for the Commons, the latest in teaching and learning, and mentoring/advocacy. By appointment. Or, if my door is open, just stop in!

Faculty Commons Program Manager, Aris Andrade
Contact Aris for information about the Adjunct Surface Loaner Program, FC library checkout, FC technology, 25Live room requests, after-hours access, and FC workshop registration, completion, and stipend payments.

Disability Resource Center
Questions about working with students with disabilities? Come chat with DRC staff. Tuesdays, 1–2 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!

- Gita Bangera, ex officio
- Irene Ferrante, IBIT
- Gina Fiorini, Science
- Ahmad Ghashmari, A&H
- Frank Hatstat, IBIT
- Chris Hendrixson, Social Science
- Kathy Hunt, Social Science
- George Juszynski, HSEWI
- Sue Nightingale, ex-officio
- Mark Mappala, A&H

Faculty Commons Contributors

- Archana Alwar, A&H, Adjunct Mentoring Lead
- Jen Anderson, A&H, Faculty Development Lead
- Aris Andrade, Program Manager
- Brian Bergan-Aurand, A&H
- Stephanie Brommer, Social Science, Curator
- Timothy Chang, BaTS
- Rebecca Chawgo, BC Foundation
- Jennifer Conner, Technology Support Services
- Sonya Doucette, Science
- Tonya Estes, BaTS, Director
- Ahmad Ghashmari, ELI
- Maggie Harada, A&H
- Lauren Hardin, BC Foundation
- Aimee Hong, A&H
- Tim Jones, Social Science, Tenure Mentoring Lead
- Allison Kang, Science
- David Lopez-Kopp, A&H
- Brandon Lueken, Grants
- Nan Ma, A&H
- Ann Minks, HSEWI
- Lindi Mujugira, Center for Career Connections
- Eric Nacke, BaTS
- Sue Nightingale, Science
- Laura Nudelman, A&H
- Hima Rami, BaTS
- Pat Roberts, Technology Support Services
- Tobi Rosenberg, A&H
- Christina Sciabarra, Social Science

Campus-wide Office Hours D104

Join us for a conversation with campus-wide administrators and leads 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.

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

Provost
Dr. Kristen Jones
Oct 30, 1-2 p.m.

Human Resources
Suzette Yaezenko, V.P.
Sept 24, 2–3 p.m.

Academic Affairs
Dr. Rob Viens, A.V.P.
Oct 9, 1–2 p.m.

Administrative Services
Dennis Curran, V.P.
Sept 30, 11–12 p.m.

Guided Pathways Leads
Allison Kang, Maggie Harada
Sept 26, Oct 15, Nov 21, 1:30–2:30 p.m.

RISE Learning Institute
Dr. Gita Bangera, Dean
Oct 24, 1–2 p.m.

Marketing & Community Development
Katherine Hall, Director
Nov 13, 12:30–1:30 p.m.

Sustainability
Amber Nicholson, Director
Oct 10, 12:30–1:30 p.m.