

FACULTY COMMONS

WINTER 2020 PROGRAM

**Welcome to a new year, new
decade, and new quarter!!**

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Please let us know about any accommodations needs you have. Our registration forms have a space for you to communicate with us or send Aris Andrade an email.

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!

Meet Anne Bergen-Aurand!



In my role as the Gender-Based Violence Prevention Coordinator, I manage the 3-year federal Campus Program grant administered by the Office on Violence Against Women. Its purpose is to strengthen the response of colleges and universities to the crimes of sexual assault, domestic violence, dating violence, and stalking. Bellevue

College was one of only 57 schools across the U.S. to receive the grant in October of 2018. The Campus Program advocates a Coordinated Community Response (CCR) approach, so we've created a CCR Team that includes BC faculty and staff, as well as members from our partner organizations, LifeWire (a Bellevue domestic violence agency) and the King County Sexual Assault Resource Center. As we are entering year two, we're very excited to begin implementing the programs and projects we've been designing. We have been working with LifeWire to increase access to community advocacy services on campus. We are collaborating with Public Safety, Title IX, Student Conduct, and Housing to review and revise policies and procedures related to sexual violence, and to provide discipline-specific training to employees involved in responding to incidents. We also have a strong emphasis on training and education. Starting in winter quarter, we will be facilitating trainings on violence prevention and bystander intervention for different groups of students, faculty, and staff. See page 2 for one of our first workshops in the Faculty Commons!

VISIT US ONLINE

bellevuecollege.edu/facultycommons

NEW Supporting Survivors in the Classroom

January 14 + 16, 11:30 a.m.-12:30 p.m. in D104H

OR

February 3 + 5, 3:30 - 4:30 p.m. in D104H

This two-session workshop will explore how you can respond to and support student survivors of sexual and domestic violence in your classroom. We will look at trauma-informed strategies for working with students and for creating a safer learning space. We'll also discuss faculty's responsibility for reporting incidents and how to communicate that role to students, including survivor resources available both on campus and in the community.

Please **RSVP** to let us know you're coming and receive a calendar invitation!

Questions about these sessions should be directed to Anne Bergen-Aurand, BC's Gender-Based-Violence Prevention Coordinator, a.bergenaurand@bellevuecollege.edu

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

Transparent and Relevant Assessment

5 face-to-face Tuesdays from 2:30 – 4:30 p.m. in D104E and 3 online – See Schedule Below

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? The Transparent and Relevant Assessment Strand of faculty development focuses on a variety of creative and relevant strategies to assess student learning. Sessions include how to provide meaningful feedback, write assignments and rubrics that are transparent for our 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.

20 PD Hours

\$500 stipend available for instructors who complete all online work and attend a minimum of 4 of the 5 face-to-face sessions.

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

For more information, contact Jen Anderson, A&H, jeanders@bellevuecollege.edu.

1/14 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 on what to spend more time.
ONLINE Classroom Assessment Techniques II	Continue learning about classroom assessment techniques that could be used to assess student learning. Implement one CAT in your class and reflect on the experience.
1/28 Transparency Theory	Learn about the Transparency Framework to reconstruct assignments to maximize clarity of the “why” “what” and “how” behind the assignment for students. TILT two assignments for your class.
2/4 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.
2/11 Assessing Group and Team-Based Learning	Examine best practices when it comes to team-based learning and assessment in the classroom.
ONLINE 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.
2/25 Final vs. Finale	Explore options other than a “final” for the final course assessment. Topics covered include project-based learning assignments, ePortfolios, among others.
ONLINE Reflection as an Assessment Tool	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 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.

NEW

Asian American Studies 101: Getting to Know Our Asian American Students through an Ethnic Studies Lens

(Faculty and Staff are Welcome to Participate)

Wednesday, January 22, 1:30 – 3:30 p.m. in D104H
OR

Tuesday, February 11, 9:30-11:30 a.m. in D104H

Do you know that Asian America consists of 24 distinctive groups with different languages, cultural practices, religious beliefs, political affiliations and migration histories? Do you know that Asians were the first undocumented immigrants in this country? Do you know that Asian Americans are the least likely group to seek mental health services among all racial groups? According to the latest SBCTC data, 27% of our students identify as Asian/Pacific Islander Americans at Bellevue College. Discussions of whether Asian American students should be considered “underserved” and how data for Asian American students should be disaggregated are currently taking place at BC. Such discussions are symptomatic of the model minority myth that has historically pitted Asian Americans against other communities of color.

In this interactive workshop, participants will learn about Asian American experiences and struggles through an ethnic studies lens. Topics will include Asian American mental health, the model minority myth, racial triangulation, and cross-racial solidarity. Because Asian Americans have been entangled in a triangulated relationship with whites and other communities of color (especially African Americans), developing an understanding of the racialized experience of Asian Americans will not only help

us (faculty, staff and administrators) to better understand and serve our Asian American student populations but will also help us to develop a better understanding of the relationships among different racial groups.

Please [RSVP](#) to let us know you’re coming and to receive the accompanying reading.

Questions about these sessions should be directed to [Nan Ma](#), English and Cultural and Ethnic Studies.

Teaching Squares – Preparing for Your Classroom Observation

Meetings will start the week of January 13. Three in person meetings will be determined by a Doodle poll. Deadline to register is January 8.

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

10 PD Hours

\$150 stipend*

4 seats minimum – 8 seats maximum;

[Registration](#) deadline is January 8. (Please note: This Teaching Square is designed for on-ground courses.)

For more information, contact [Hima Ramji](#), BaTS.

High 5

Hybrid, January 13 – February 10

On-ground meetings: January 13 and February 10, 1:30-3:00 p.m. in 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 and pronoun 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)

12 PD Hours

\$200 stipend*

10 seats; [Register](#) now!

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

NEW

High 5, the Next Steps! Faculty Community of Practice (CoP)

Winter and Spring Quarter CoP – A majority of the time commitment will be in winter. Winter meeting days and times will be determined by participant availability

You've completed High 5 and tried some of the High 5 strategies in your classes, or perhaps you're looking for a review of the practices so you're more confident to use them next quarter! When you implement these practices, how can you know if they are making a difference in boosting student success and feelings of belonging in your classes? Join us as we dive deeper into the scholarship of teaching and learning (SoTL) in relation to High 5. In this CoP, participants will have the opportunity to develop surveys, use grades and Tableau data, and reflect on course evaluations for both quantitative and qualitative data to measure the impact on student success. Your participation will be instrumental in developing meaningful processes to gauge the impact of faculty professional development as we work together to close opportunity gaps at Bellevue College. More information will be coming soon.

Tonya Estes, Jen Anderson, Zorica Wacker, and Archana Alwar are collaborating on this offering. Please express your interest by signing up below by January 3, 2020. We will follow up with more information as it becomes available.

10 dedicated participants

20 PD hours over winter and spring, to be completed by May 1, 2020

\$350 stipend*

[Register](#)



NEW Preparing for an Inclusive Class

Hybrid with remote participation available

On-ground meetings: January 21 and February 11, 1:30-2:30 p.m. D104E

Promoting inclusivity and diversity in the classroom is the instructor's privilege and responsibility. Join Myriam Feldman and Archana Alwar to explore how increasing inclusivity cultivates a sense of belonging for our students and learn effective ways to create a safe and inclusive space. This workshop will include examples, group discussions, scenarios, role-playing and opportunities to grow.

By the end of the workshop participants will be able to:

- Recognize the scope of inclusivity and diversity in the classroom
- Increase knowledge of identity and bias in the learning environment
- Identify existing effective strategies they are using in their current curriculum
- Identify areas of improvement for equity, diversity and inclusion
- Plan to implement new pedagogical approaches or other changes to your course

12 PD hours

\$200 stipend*

10 seats; [Register](#) today with a January

16 deadline.

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

Educational Equity Workshop

Please note: Winter quarter is for adjunct and tenured faculty only.

Fridays, January 10 – March 13, 1:30 – 4:30 p.m. in R301

Educational Equity (EEQ) is a partnership between the Office of Equity, Diversity and Inclusion, Office of Academic Affairs, and the Faculty Commons. EEQ is a series of learning opportunities that builds upon each module. It 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. In addition, this series will help build and develop their cultural and equity competency skills sets.

Please note that if you know ahead of time that you will miss more than one session, we ask you to wait for the next opportunity and/or give the seat to someone else. Your consistent participation in the 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 Gilbert Villalpando: gilbert.villalpando@bellevuecollege.edu, 425-564-2300.

33 PD Hours

\$1000 stipend offered by the Office of Equity,

Diversity and Inclusion upon successful completion of all professional development expectations

20 seats; Don't miss out, [Register](#) today!



Book Clubs

2019–2020 Book Clubs with a Focus on Diversity, Equity and Inclusion

Fall	Winter	Spring
<i>Digital Identities</i> , Rob Cover	Exploring Equity and Intersectionality through Graphic Novels!	Taking Action for Social Justice Texts to be determined
Facilitator: Brian Bergen-Aurand	Facilitator: Elena Maans	Facilitators: Christina Sciabarra and Gilbert Villalpando

NEW

Exploring Equity & Intersectionality through Graphic Novels

Thursdays, Jan. 9, Jan. 23, Feb. 6, Feb. 20, and March 5,
2:30 - 4 p.m. in D104E

Graphic novels are a burgeoning genre, and the topics and themes presented in them bring a fresh insight into the lived experiences of others. Our BC librarian, Elena Maans, is curating a selection of graphic novels for us to read and discuss in this unique book club designed to build our understanding of equity and intersectionality. Over the quarter, book club participants will read 4 graphic novels either self-chosen or recommended by Elena. Discussions will focus on sharing the plot, themes, graphic styles, and identifies portrayed in the book, in addition to the reader reflecting on their own identities and what they learned about the identities in the book. The goal is for participants to think about how our students and co-workers have lived different lives than ours and how can we support our fellow human beings.



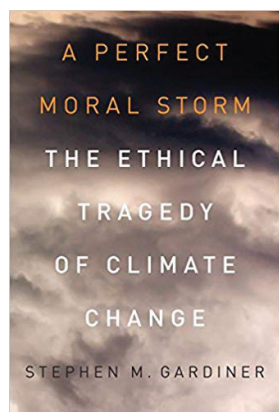
12 PD Hours
\$100 stipend* for faculty who actively participate in 4/5 sessions
12 Seats; [Register Here](#)

For more information, contact
[Elena Maans](#), Library.



Climate Justice Programming

For questions about the Climate Justice Program, please contact Sonya Doucette, Climate Justice Lead.



A Perfect Moral Storm: The Ethical Tragedy of Climate Change

Fridays, Jan. 10, Jan. 24, Feb. 7, Feb. 21, March 6, 12:30 p.m. – 1:30 p.m. in D104H

The climate crisis presents a perfect moral storm: It is a serious ethical challenge

that requires us to face difficult questions, both as individuals and as members of a societal system that provides little ethical guidance on the matter. The crisis is global in scale, affects future generations and people not yet born, and non-human species. Faculty from all disciplines are welcome to join us. Facilitators Kellie Callahan (Criminal Justice) and Russ Payne (Philosophy) will guide us in group discussion as we read excerpts from Stephen Gardiner's A

Perfect Moral Storm along with the work of other philosophers focused on the climate crisis.

15 participants

5 PD Hours

Cost of the book is covered

(Sponsored by the Provost's Office)

Register [here](#) to join this book club.



Making Learning Visible: Faculty Celebration

Date: March 16, 2020

Join us to learn from fellow faculty who have implemented undergraduate research, project based learning, and service-learning in their classes.

Discover how they framed their assignments, built teamwork, engaged with external partners, and drew out student learning through these pedagogies. And

then, celebrate the amazing work you all do with refreshments (including but not limited to fancy cheeses).

The event will be during Making Learning Visible, on March 16, 2020, 12:30-1:20pm. No RSVPs needed.

Please come and support your colleagues.

Learn more: [Sapan Parekh](#), Associate Director–Service-Learning & Community Engagement, RISE Learning Institute.

PROJECT BASED LEARNING

*Come explore PBL with
Miranda Kato and Michael Reese*

PBL 101: Designing Engaging Projects

January 15 + 22, 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

6 PD hours

\$75 stipend

[Register](#) for PBL 101

Assessment for Project-Based Learning

January 29 + February 5, 1:30 – 3 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

6 PD hours

\$75 stipend*

[Register](#) Assessment for PBL 101

Student Projects: Fostering Effective Team Dynamics

February 12 + 19, 1- 2:30 p.m. in D104E

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

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

6 PD hours

\$75 stipend

[Register](#) for Student Projects

Project-Based Learning in the Online Environment Fully Online

February 26 – March 11

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

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

6 PD hours

\$75 stipend

[Register](#) for PBL in the Online Environment

Remote options may be available, please contact [Michael Reese](#) or [Miranda Kato](#) to learn more.

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	
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, February 5, 1:30-3 p.m. (A109B)

- Introduction to My BC-SharePoint
- Permissions overview
- Understand when and why to use a SharePoint site

[Register](#)

MyBC-SharePoint—Libraries

Wednesday, February 12, 1:30-3 p.m. (A109B)

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.

10 seats; [Register](#) for SharePoint by February 5 so Pat can create individualized practice pages for you!

OneDrive and Groups

Tuesday, January 28, 1:30 – 3 p.m. (A109B)

- 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

[Register](#)

OneNote

Tuesday, February 4, 1:30 – 3 p.m. (A109B)

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](#) by January 14!

Updating Your Faculty CV

Session I: Monday, January 27, 2:30 – 3:30 p.m. D104E

Session II: Tuesday, January 28, 9:30 – 10:30 a.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 1-session workshop designed to support your newest CV updates, whether you're applying for a new position or for promotion. Use our Career Connections Center for follow up advising on your CV!

Get this on your schedule today, [register](#) here!

Please contact [Christina Sciabarra](#), Social Science, for questions.

Writing Your Teaching Philosophy Statement

Thursday, January 16, 12:30 – 1:30 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. Meet all together once and then schedule a follow-up meeting with Tim to update your teaching philosophy statement. Sample statements of teaching philosophy will be shared with those who participate.

10 spaces: Let us know you're coming! [Register](#) by January 15.

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

Writing Your Diversity Statement

Mondays, January 27 + February 3, 9:30 – 10:30 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 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.

10 spaces: [Register](#) by January 24 to hold your spot!

For more information, contact [Tonya Estes](#), ABE/HSC, Faculty Commons Chair.

Preparing for the Interview

Wednesday and Friday, February 12 + 14, 10:30 a.m. – 12 p.m. 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 [Archana Alwar](#), Adjunct Mentoring Lead.

Preparing Your Full-Time Promotion Application

January 16, 9:30 a.m. or 2:30 p.m. in D104E

February 12, 12:30 p.m. or 3:30 p.m. in D104H

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.

Contact [Laura Nudelman](#), FTPRC Chair for more information.

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 The eLearning department provides faculty guidance on how to enhance online content, creatively apply new technology in an online classroom, online course accessibility testing, offer instructional design consultations and partner with faculty to design online, hybrid, and technology-enhanced coursework. Question? Please Contact: Sukirti Ranade, Director of eLearning, D140

THE FACULTY COMMONS offers quarter-long collaborative Quality Online Pedagogy 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



Quality Online Pedagogy

Online: January 10 – March 6 with weekly synchronous meetings. Those meeting days/times will be set via Doodle poll shortly after registration closes.

This winter, discover how to be a more effective online educator! This pedagogy workshop focuses on investigating current evidence-based practices in teaching online/hybrid courses. Discussions and exercises center on topics such as effective course navigation, universal design, accessible content, copyright and fair use, effective discussions and transparent assessments, diversity and equity in online learning, and the future of online education.

The workshop will be organized as a seminar, with each meeting focused around particular topics. Most sessions will allow time for both discussion of the topic and time for presentation of redeveloped course material examples.

This is not an introductory workshop on how to set up your first course online. This workshop is for instructors who have experience teaching hybrid or online and are looking for a facilitated peer group to gain the expertise and motivation to take their courses to the next level. To learn how to use Canvas tools, take Canvas 101 in eLearning instead.

25 PD Hours (participants need to be prepared to complete a reading, brief reflection, and thoughtful discussion post every week)

Stipend: \$350*

10 seats maximum

[Register](#) by January 9

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

Creating Animated Videos

Fully Online, January 13 – February 18

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

[Register](#)

Contact [Ahmad Ghashmari](#), ELI, for questions about this offering.



Canvas 101: Teaching with Canvas

Monday, January 6th – Friday, March 13th

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

Facilitator: Bruce Wolcott, Instructional Designer

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

[Register](#)

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.

16 PD Hours upon completion of the requirements

Level: Beginner

[Register Now!](#)

Facilitator: BC Librarian

Accessibility 101: The Basics of Inclusive Design

Monday, January 20 – Friday, February 28

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 and earn a Certificate of Completion.

Level: Intermediate

[Register](#)

Facilitator: Debi Griggs, Instructional Designer (IBIT) and Betsy Zahrt Geib, Instructional Designer (Social Science)

Copyright Information for Educators

Monday, January 13 – Friday, February 7

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



Canvas 201: Taking your Course to the next level!

Monday, January 27 – Friday, March 6

The purpose of this workshop is to build on the knowledge you gained in Canvas 101, gain expertise with the assessment tools used in Canvas, using Universal Design for Learning Principles (UDL) to improve the Canvas experience for all of your students and to increase efficiency of your use of Canvas. We cover a variety of topics, including an introduction to UDL, Canvas site and module design using UDL principles, following a best practices course checklist when setting up or reviewing a Canvas site and techniques for closing out your Canvas site at the end of each quarter.

On completion of all the requirements faculty will receive 22 PD hours and earn a Certificate of Completion

Level: Intermediate (Canvas 101 completion is required before you register for Canvas 201)

[Register](#)

Facilitator: Ann Minks (Allied Health Faculty)

Virtual Reality for Experimenters

Date: Wednesday, February 19

Time: 2 – 5 pm

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](#)

Facilitator: Bruce Wolcott

Other trainings through eLearning

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

*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.

MENTORING AND ADVOCACY

Participate in the Adjunct Mentoring Program as a Mentor or a Mentee! Winter 2020/Spring 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.

Mentees: Upon completion of this two-quarter program, participants will earn a certificate of twelve hours of professional development. [Register here](#)

Mentors: Upon completion of this program, mentors will receive \$240 for their 6 contact hours and \$40 for the required training for new mentors. [Register here](#)

Teaching Talks for Adjunct Faculty

Wednesday, February 26, 1:30 – 3:20 p.m. in D104H

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 this Teaching Talks this winter to discover new ideas with colleagues. There will be 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, and particularly recommended for adjuncts participating in the Mentoring Program.

For more information or to RSVP, 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	Contract Conversations	Adjunct Advocacy Fair

Adjunct Rights and Responsibilities: Knowing the Faculty Contract

Wednesday, January 15, 2:30 – 3:30 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, college governance, professional development, leave, unemployment insurance, childcare benefits, and more.

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

How to Read Your Paycheck

Tuesday, February 25, 11 a.m. – 12 p.m. in D104E

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 [Tobi Rosenberg](#), A&H.

Benefits 200

Thursday, February 13, 11:30 a.m. - 12:30 p.m. in D104H

Thursday, March 5, 1:30 – 2:30 p.m. in D104E

Join Gretchen Bird and Sue Nightingale in this informational session about benefits! 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.

Contract Conversations- Materials Ownership

Tuesday, February 18, 12:30 - 1:30 p.m. and 3:30 - 4:30 p.m.

Come talk to your union representatives about the faculty contract. This quarter's conversation will focus on information about what your rights are for the materials you develop. Bring questions and ideas this and other topics!

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

Introduction to Grants

Wednesday, February 5, 2:30 -3:30 p.m. in D104H

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.

Lockwood Grant Information Sessions

Tuesday, January 14, 9-10 a.m. D104E

Wednesday, January 29, 12-1 p.m. D104E

Thursday, February 13, 2-3 p.m. D104H

Is there a special project, instructional enhancement, or professional development opportunity you have been wanting to do? The BC Foundation has the Lockwood Grant Program that can help support your ideas and goals. The Foundation would like to invite you to attend an information session where you can learn more about the program or discuss a project or idea you have been considering. The Lockwood Grant application is open to BC faculty members and is given in support of new or ongoing projects that promote innovation in teaching and/or advance entrepreneurial models at the college. Typically, individual grants will range from \$2,500 to \$10,000. These grants are made available through a generous donation from the Lockwood Foundation.

The Lockwood Grant application is available from January 2 to February 22. More information and the application can be found on the Foundation website at <https://www.bellevuecollege.edu/foundation/what-we-do/lockwood-foundation-grant/>

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 Spring 2020. To be considered, please submit your proposal for winter by **January 31 at the very latest.**

[Submit proposals here.](#)

COMMUNITY & WELLNESS

NEW

Keeping our Passion Glowing: Acknowledging and Overcoming Teacher Burnout

**Thursdays, January 23, February 6, February 20,
March 5, 12:30-2:20 p.m. D104H**

Join Psychology Faculty, Deepti Karkhanis, and BC Counselor, Yu-ting Su to re-ignite our passions! Recent research shows that the majority of teachers find work stressful, and a good portion of them experience burnout (Herman et al. 2017; American Federation of Teachers, 2017). The insidious nature of burnout makes it difficult for us to recognize it before we reach our emotional and physical limits, and become detached, cynical, and less productive. In this workshop, we will explore the common factors that contribute to teacher burnout, reflect on our own work-life balance and coping with stress strategies, and identify possible ways to mitigate it. Most importantly, we hope to form partnerships so we can support each other in our journey towards better self-care.

We will meet four times for two hours each in winter 2020. One additional social gathering in spring 2020.

12 PD Hours

\$150 stipend for active participation at all 4 meetings

20 participants limit: [Register](#) for your own career longevity and self-care!

For more information, contact [Deepti Karkhanis](#) or [Yu-ting Su](#).

BC Faculty & Staff Choir

Fridays, 2:30- 3:30 p.m. (Jan 17, Jan 31, Feb 14, Feb 28, Mar 13) Choir Room, E126

This Winter Quarter, take some time out from your regular work day and join the BC Faculty and Staff Choir in singing and community building! We will learn new songs, expand our vocal range, and may even have some performance opportunities! We will be meeting every other Friday from 2:30-3:30 pm in E126 (Choir Room across from the Carlson Theater) starting on January 17th. 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 [here](#) to get on the list!

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

Language and Community: A Literary Discussion Group for Faculty and Staff!

**Monthly meetings: January 30, February 13,
March 12, 2:30 – 3:30 p.m. in D104E**

Facilitated by English faculty, Nan Ma, this literature reading group for faculty and staff in any and all areas 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.

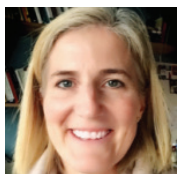
[Register](#) by January 23 to receive the readings from Nan in time!

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



FACULTY COMMONS LEADS & DRC DROP-IN MENTORING & SUPPORT

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



Faculty Development Lead, Jen Anderson

Meet with Jen for support in assessment & lesson design, student engagement strategies, growth areas as illustrated on student evaluations or performance reviews.

Tuesdays, 10:30 a.m.–1:30 p.m.

Thursdays, 9:30 a.m.–11:30 a.m.



Adjunct Mentoring Lead, Archana Alwar

Meet with Archana for support and mentoring in adjunct-related topics, including career development and instructional design.

Mondays, 10:30-12:20 a.m. & 1:30- 2:30 p.m.

Wednesdays, 1:30 – 3:30 p.m. .

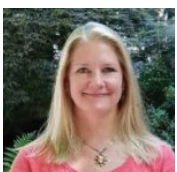


Tenure-Track Mentoring Lead, Tim Jones

Meet with Tim for support in your tenure, whether you're in year 1, 2, 3 or 4.

Wednesdays, 9 – 11 a.m.

Tuesdays & Thursdays, 12:30-2 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!



Climate Justice Lead, Sonya Doucette

Meet with Sonya to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.

Every other Friday, 10:30 a.m. -12:30 p.m. Starting January 10



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
Anne Bergen-Aurand, Office of EDI
Stephanie Brommer, Social Science, Curator
Rebecca Chawgo, BC Foundation
Jennifer Conner, Technology Support Services
Sonya Doucette, Science
Tonya Estes, BaTS, Director
Myriam Feldman, Science
Ahmad Ghashmari, ELI
Lauren Hardin, BC Foundation
Aimee Hong, A&H
Tim Jones, Social Science, Tenure Mentoring Lead
Allison Kang, Science
Deepti Karkhanis, Social Science
Brandon Lueken, Grants
Nan Ma, A&H
Elena Maans, Library
Ann Minks, HSEWI
Sue Nightingale, Science
Laura Nudelman, A&H
Hima Rami, BaTS
Pat Roberts, Technology Support Services
Tobi Rosenberg, A&H
Christina Sciabarra, Social Science
Yu-ting Su, Counseling
Zorica Wacker, IBIT

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.

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
January 9, 3-4 p.m.
February 26, 1-2 p.m.
March 11, 1-2 p.m.

Human Resources

Suzette Yaezenko, V.P.
February 10, 12:30-1:30 p.m.

Academic Affairs

Dr. Rob Viens, A.V.P.
February 19, 1-2 p.m.

Administrative Services

Dennis Curran, V.P.
January 15, 1-2 p.m.

RISE Learning Institute

Dr. Gita Bangera, Dean
January 21, 1:30-2:30 p.m.

Academic Success Center

Jonathan Molinaro, Director
January 22, February 19 and March 4, 12-1 p.m.

Disability Resource Center

Questions about working with students with disabilities? Come chat with DRC staff.
Tuesdays, 1-2 p.m.

