

FACULTY COMMONS

SPRING 2020 PROGRAM

Welcome to Spring 2020!

Has it been awhile since you connected with a colleague? Now is the perfect time to plan a chat in the Commons and search the freezer for popsicles and ice cream!

Meet Alyssa Kyff!



I am the new Assistant Director of Study Abroad within the Division of International Education and Global Initiatives. My primary role is to assist faculty in developing faculty-led study abroad programs and to support both faculty and students throughout the study abroad program process from application to re-entry.

One of the College's goals is to increase study abroad - the number of students participating in programs and the number of BC faculty leading programs. A Study Abroad Task Force was created to develop a comprehensive approval process for faculty led programs. The task force has now become the Study Abroad Advisory Committee which will review and approve all BC faculty-led study abroad programs.

Now that an approval process has been implemented, I plan to engage with both students and faculty to understand what their needs are in regards to study abroad. I'd love to work with you to figure out how we can take your area of expertise and turn it into a successful study abroad program.

Please join me for a Meet and Greet with information and lunch about study abroad on Monday, April 13, any time between 11:30 a.m. – 1:30 p.m. in the Faculty Commons. It's a great way to get to know one another and chat about your ideas for study abroad. See page 2 for more information!

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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!

VISIT US ONLINE

bellevuecollege.edu/facultycommons

NEW

Lunch, Learn, and Dream: Creating a Study Abroad Course for You and Your Students!

Monday, April 13, Drop in anytime between 11:30 a.m. – 1:30 p.m. in D104H

Join Alyssa Kyff, the Assistant Director of Study Abroad, to learn about the exciting opportunities on campus to create meaningful study abroad courses at BC. Lunch is provided, so why not come to the Commons? We invite you to meet Alyssa, learn about the updates of our Study Abroad programming, eat a bite, and start planning your next study abroad offering!

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		

Student Engagement Strand

Hybrid: 5 Tuesdays, 2:30 – 4:30 p.m., Starting April 14 in D104E

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.

20 PD Hours

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

10 seats; [Register](#) for Student Engagement Strand today!

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

4/14 How People Learn, I	Brush up on the basics of how people learn including: brain research, UDL, metacognition, and equity.
4/21 How People Learn, II	Continue the study of the basics of how people learn with a focus on visual 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 for you and your students.
5/5 Building Community through Active Learning	Examine the research behind active learning. 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.
5/12 Facilitating Discussions + Enhancing Your Presentation Skills	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 them 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.
5/26 Engage with Technology	Enjoy an introduction to a variety of technology tools for engaging students.
Online Implementation and Reflection	Reflect on the importance of reflection while reviewing the different student engagement strategies covered throughout the workshop series.

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

Assignment Redesign with TILT: An Online Workshop

Fully Online: April 21 – May 11

Purpose: Many of you have heard of TILT by now – an assignment framework that promotes transparency in learning and teaching. Now it is time to put it into practice. Join us for an online workshop series learning how to TILT our assignments in a way that can have a powerful impact on our students' sense of belonging, academic confidence, and persistence in college. Research shows that TILT helps close opportunities gaps for students by clarifying the purpose, tasks, and criteria of your assignments. It can save you time too by reducing the number of questions you get about an assignment! Transparency is an act of equity.

Tasks: Workshop participants will work through a set of activities including:

- Learning about the TILT framework
- Examining and discussing a sample assignment
- Providing feedback on peer assignments
- Submitting a written reflection at the end of the 4-week session

5 PD Hours

\$100 stipend*

[Register](#) by April 20!

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

Preparing for an Inclusive Class

Hybrid: April 13 – May 18

Required on-ground meetings: Mondays, April 13 & May 11, 2 - 3:30 p.m. in D104E

Remote participation available

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

15 PD hours

\$250 stipend* 10 seats;

[Register](#) for Preparing for an Inclusive Class. The deadline is April 10.

For more information, contact Archana Alwar, Adjunct Mentoring Lead, archana.alwar@bellevuecollege.edu

Teaching Squares – Inclusive Pedagogy

3 required meetings: April 8, April 22 and June 3, 3:00 – 4:00 p.m. in D104E

This Teaching Square is designed for faculty currently teaching in on-ground or hybrid courses. If you are teaching online, please see our Online Teaching Squares workshop on page 16.

During this teaching square, you will first review current literature about inclusive teaching, discuss these with other participants, and then work to implement them in the classroom. Throughout the quarter, participants will reflect on their own teaching, while observing others. We will explore inclusive pedagogy by asking ourselves questions, such as the following: How do I ensure that my curriculum addresses our diverse students? How do I adjust to differences among my students? Do I treat different demographic groups of students differently? Please join us for this opportunity to work closely with colleagues across the campus.

12 PD Hours

\$250 stipend*

4 seats minimum – 8 seats maximum;

Register for Teaching Squares. Deadline is April 6.

For more information, contact Archana Alwar, Adjunct Mentoring Lead, archana.alwar@bellevuecollege.edu

Accommodations Unwrapped

Every other Thursday, April 9 – June 4, 2:30 - 4:00 p.m. in D104E

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

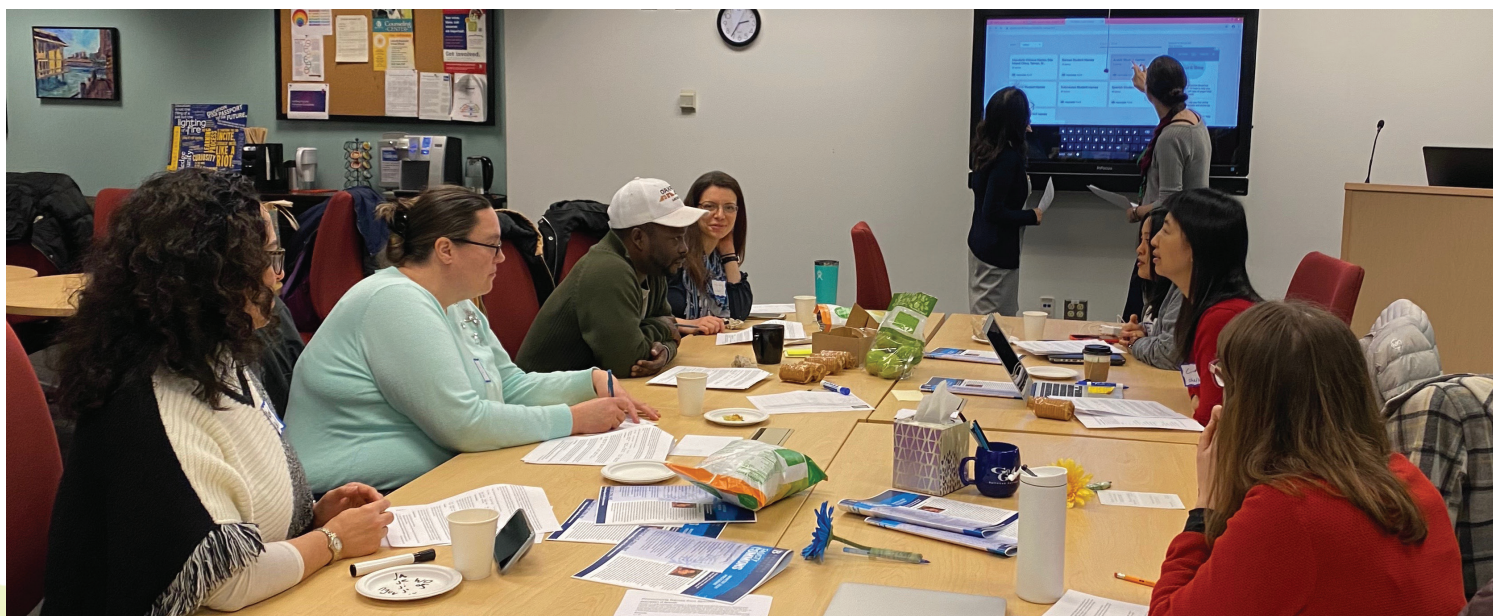
Co-facilitators, Sara Gardner, Program Director of the Neurodiversity Navigators Program, and Marisa Hackett, Director of the Disability Resource Center, bring a rich history of creating and implementing accommodations in a variety of settings. Don't miss this opportunity to learn from two of the very best.

12 PD hours

\$200 stipend*

10 seats, Register for Accommodations Unwrapped

For more information, contact Sara Gardner, Neurodiversity Navigators Program, sara.gardner@bellevuecollege.edu or Marisa Hackett, DRC, marisa.hackett@bellevuecollege.edu



TILT

(TRANSPARENCY IN LEARNING AND TEACHING)



Think of your two biggest and most complex assignments/assessments for students. Do you believe they are clear to your students who may not have much experience in your field or higher ed? Being **TRANSPARENT** in what we are asking of students can **INCREASE** a growth mindset, self-efficacy, a sense of belonging and a sense of relevancy to students' lives. The following checklist provides a guide on how to make our purpose, tasks, and criteria clear for our students. We encourage you to try it out and share your TILTed assignment with a colleague – you might be amazed at what you thought was clear before but becomes more transparent to students through this framework.

A SHORT CHECKLIST FOR DESIGNING A TRANSPARENT ASSIGNMENT

Purpose

Does your purpose statement indicate the relevance and/or usefulness of this knowledge, skill, ability to the students' lives: beyond the course? beyond the major? beyond college?

Knowledge

Does your purpose statement specify **content knowledge** that students will gain from doing this assignment?

Does your purpose statement link that particular knowledge to the larger context of the course, the discipline, and/or college outcome?

Skills & Abilities

1. Does your purpose statement specify a **skill or skill set** that students will practice while doing the assignment?
2. Does your purpose statement link that particular skill/skill set to examples/contexts where this skill is important in the context of this course, major, beyond?
3. Is there relevance and/or usefulness of this skill/skill set to the students' lives, course, major, work?
4. Would this assignment benefit from segmenting it into several assignments, each focused on a discrete set of skills that should be mastered to insure students' successful completion of the next assignment in the sequence?

Tasks

1. Does your task list identify the very first thing students should do when they begin working on the assignment? The very next thing they should do?
2. If this assignment requires students to 'struggle' through ambiguity, have you indicated that in the purpose statement?
3. Does your description of the task help students to avoid wasting their time on unnecessary steps, unproductive time expenditure?
4. Does your description help students to focus their time efficiently on producing the highest quality work possible in the time given?
5. Would students benefit from some practice exercises (in the form of a pre-task) in class to prepare them to perform the task outside of class on the graded assignment?

Criteria

1. Can students use the criteria while they are working on the assignment to determine whether they are completing the assignment efficiently and effectively?
2. Do the criteria take the form of a checklist students can use to evaluate the quality of their efforts while they are working on the assignment?
3. Does the checklist specify characteristics of high quality work for this assignment?
4. Can you help students apply the checklist to evaluating some sample work in class, so they understand how each criterion would look in practice?
5. With your guidance, can the students collaboratively annotate several examples of work to indicate where/how the work satisfies the criteria? These annotated examples may then be shared as a reference for students to use while they work on their own assignments.
6. Does the rubric provide an amount of information that helps students at this phase in their learning?
7. Does the rubric provide an overwhelming and counterproductive amount of information for students at this phase in their learning?
8. Did you provide examples of good work, annotated to identify exactly where and how this work satisfies your criteria?
9. Can you provide students with examples in class so they and you can test out your criteria checklist or rubric to be sure students know how to apply the criteria to multiple examples of work) and eventually their own work?)

How can you receive TILT support and learn more about it?

Online Assignment Redesign with TILT: An Online Workshop (Spring 2020). See page 4.

Drop-in support with Jen Anderson or Archana Alwar (Spring 2020). See page 23.

High 5 (Summer 2020)

Nuts and Bolt of College Instruction (Fall 2020)

This work "TILT (TRANSPARENCY IN LEARNING AND TEACHING)" has information modified from "Checklist for Designing a Transparent Assignment" by WA SBCTC, TAD Toolkit, 2,1,1 TILT: The Equitable Assignment Challenge, which is licensed under CC BY 4.0. It is a derivative (with permission) of The Unwritten Rules of College: Transparency and Its Impact on Learning by Mary-Ann Winkelmes used under CC BY 4.0.

Cultural Responsiveness Series

Open to faculty and staff. Registration and pre-session homework required.

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

Thursday, April 23, 9:30 - 11:30 a.m. in D104H

OR

Thursday, May 14, 2:30 - 4:30 p.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 [register](#) to let us know you’re coming and receive the pre-workshop homework!

5 PD Hours

\$100 stipend for faculty*

*Questions about these sessions should be directed to Nan Ma, English and Cultural and Ethnic Studies
nan.ma@bellevuecollege.edu*

LGBTQ Studies 101

Stay tuned for more information about this offering! The LGBTQ Task Force is working on an offering for faculty and staff in late May.



Educational Equity Workshop (EEQ)

Designed for adjunct and currently tenured faculty (Fridays, April 10 – June 12, 1:30 pm – 4:30 p.m.)

Designed for tenure track faculty only (Thursdays, April 9 – June 11, 1:30 p.m. – 4:30 p.m.)

Sign Up Required. bellevuecollege.edu/diversity/educational-equity-signup/

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

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 or 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

*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.

the **FACULTY**
COMMONS
is **YOU**

Book Clubs

This year, the Faculty Commons is continuing our book club series with a focus on diversity. This spring, let's figure out ways we can individually and collectively make a difference!

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!	<i>Me and White Supremacy</i> , by Layla Saad
Facilitator: Brian Bergen-Aurand	Facilitator: Elena Maans	Facilitator: Christina Sciabarra

NEW

Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor

Every other Monday, April 6 - June 1, 2:30 – 3:30 p.m. in D104E

This group is open to everyone, but specifically focused on white identifying people as we work to understand our privilege and actively dismantle the systems that keep it in place. This group is focused on taking actionable steps and working with community partners to address issues of equity and justice.

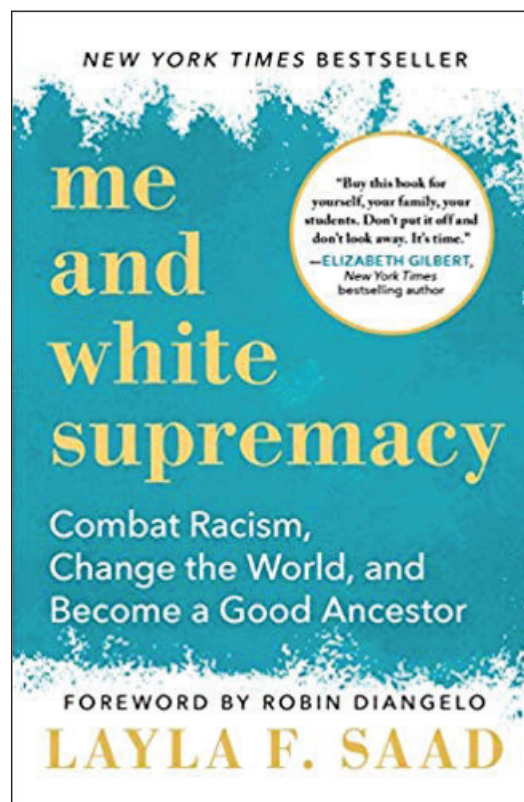
The focus of this action-oriented book club is the book *Me and White Supremacy*, which “takes readers on a 28-day journey of how to dismantle the privilege within themselves so that they can stop (often unconsciously) inflicting damage on people of color, and in turn, help other white people do better, too.”

12 PD Hours

\$200 stipend* + book provided

12 Seats; [Register](#) for Me and White Supremacy Book Club by Friday, April 3

For more information, contact Christina Sciabarra, Political Science, christina.sciabarra@bellevuecollege.edu



Climate Justice Programming

For questions about the Climate Justice Program, please contact Sonya Doucette, Climate Justice Lead, sonya.doucette@bellevuecollege.edu

2019–2020 Book Clubs with a Focus on Climate Justice

Fall	Winter	Spring
<i>Parable of the Sower</i> by Octavia Butler	<i>A Perfect Moral Storm: The Ethical Tragedy of Climate Change</i> by Stephen Gardiner	<i>Standing with Standing Rock</i>
Facilitator: Cara Diaconoff	Facilitators: Kelli Callahan and Russ Payne	Facilitator: David Spataro

Standing with Standing Rock: Voices from the #NoDAPL Movement

Fridays, 4/10, 4/24, 5/8, 5/22, 6/5, 6/12, 12:30 p.m. – 1:30 p.m. in D104H

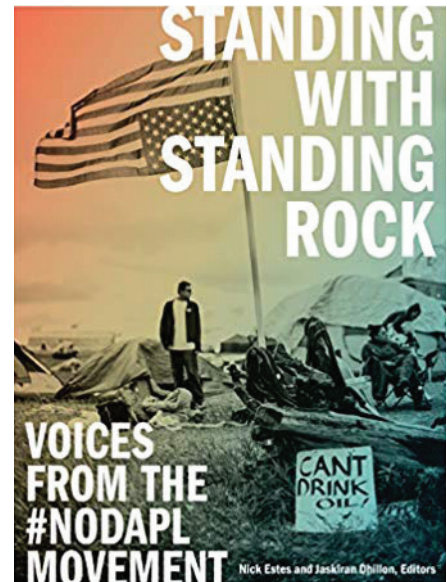
By asserting sovereignty over their territories and demanding that treaties be honored, the Indigenous nations of Turtle Island (North America) are at the forefront of resistance against the extractive industries that are fueling the climate crisis. In 2016, Indigenous youth from the Standing Rock Tribe launched a grassroots movement to stop the construction of the Dakota Access Pipeline. The #NoDAPL movement established the Oceti Sakowin Camp, a gathering of many tribes and their allies, which became the center of legal and non-violent direct action opposition to the pipeline. The book *Standing with Standing Rock* brings together essays, interviews, photos and poetry from the movement's participants and the most important Indigenous scholars. Please join facilitator David Spataro (Political Science) for a book discussion of selections from this edited volume. Faculty from all disciplines are invited to join and no prior knowledge of the climate crisis and/or Indigenous politics is necessary. We will be reading and learning together!

10 PD Hours

Cost of the book is covered (Sponsored by the Provost's Office)

15 participants max; [Register](#) to reserve your spot.

Please contact the facilitator, David Spataro, with your questions, david.spataro@bellevuecollege.edu



Interdisciplinary Climate Justice Teaching Squares

Meeting times and dates will be arranged based on participants teaching schedules.

Interdisciplinary Climate Justice Teaching Squares will allow faculty to gain interdisciplinary perspectives on climate justice and integrate climate justice into their teaching. This is an expanded teaching square, involving one more meeting than a standard teaching square plus lesson development. We will start with an in-depth introduction to climate justice, followed by a brainstorming activity to initiate lesson development. Faculty will then observe one class session of each teaching square member, to gain perspective on how climate justice might be integrated into different disciplines. Finally, faculty will present their climate justice lesson plan to their Square. Conversations with other faculty and observations of other courses will give faculty ideas to apply in their own courses.

10 PD Hours

\$375 stipend (Thanks to Kristen Jones for supporting the Climate Justice in the Curriculum initiative at Bellevue College.)

8 seats maximum. [Register](#) today!

For more information contact Sonya Doucette, Climate Justice Lead, sonya.doucette@bellevuecollege.edu

Climate Justice Roundtable

Meeting dates and times will be arranged based on participants' schedules.

We want 1 hour of your time to hear your feedback and suggestions! As we near the end of the second year of the Climate Justice in the Curriculum initiative at BC, we want to connect faculty interested in becoming involved with faculty already involved with the project. If you are new to the project, join us to

hear about your colleagues' experiences and then help us shape the future of this initiative by telling us what type of climate justice work interests you. If you are a climate justice veteran – through participation in a learning community, teaching square, book club, or summer institute – come share your experience with your colleagues and let us know what future climate justice work, if any, you would like to pursue. The round table format will allow for a high level of interaction among participants.

1 PD Hour

\$40 stipend (Thanks to Kristen Jones for supporting the Climate Justice in the Curriculum initiative at Bellevue College.)

24 seats maximum. Please [Register](#).

For more information contact Sonya Doucette, Climate Justice Lead, sonya.doucette@bellevuecollege.edu





SERVICE LEARNING AND COMMUNITY ENGAGEMENT OFFERINGS

Connect with Sapan Parekh to learn more about these offerings

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.

Faculty Learning Community: Civic Action in the Classroom

Census. Elections. Climate Justice.

2020 is an important year for students to be civically engaged. No matter the field of studies or employment, everyone can have an impact on their local communities, broad society, and surrounding natural environment.

The RISE Learning Institute will provide participants in its spring 2020 Faculty Learning Community (FLC) the space and time to build civic action into their classes. Participants will a) learn about the different ways that civic engagement and action can be used to help meet course outcomes, b) build reflective activities, c) practice facilitating deliberate dialogue, and d) plan for community-based actions, all while having time to develop their classes and collaborate with others in the cohort.

Over the 4 two-hour sessions in spring 2020, FLC participants will integrate civic engagement and action into a planned Fall 2020 course. There will be an additional meeting in Fall during implementation, for five total meetings. This is open to all faculty.

30 PD hours

\$1000 stipend (split between Spring and Fall 2020)

10 seats maximum

[Apply](#) for this Faculty Learning Community until March 9.

For more information, contact Sapan Parekh, Associate Director RISE, sapan.parekh@bellevuecollege.edu

PROJECT BASED LEARNING

Come explore PBL with Miranda Kato and Michael Reese

Remote option may be available. Contact Michael Reese, michael.reese@bellevuecollege.edu or Miranda Kato, miranda.kato@bellevuecollege.edu for questions about the following offerings!

Showtime! Explore What's Happening with Project-Based Learning @ BC

April 23, 12:30-2:20, location TBD

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

No RSVPs needed
2 PD hours

PBL 101: Designing Engaging Projects

Tuesday, April 28 and May 5, 12:30 – 2 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

This workshop series entails three hours of meetings and three hours of independent study and work.

6 PD hours
\$75 stipend
[Register today for PBL 101](#)

Student Projects: Fostering Effective Team Dynamics

Tuesday, May 12 and May 19, 12:30 -2 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

This workshop series entails three hours of meetings and three hours of independent study and work.

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

Finding Resources & Building Collaborations for PBL

Wednesday, May 27, 12:30 – 2:30 p.m. in D104E

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

- Strategies for obtaining grants and leveraging on-campus sources of funding such as professional development funding, the RISE Award, the Lockwood, and Foundation Mini-Grants
- Methods for making more time and space for projects, including Interdisciplinary Studies courses, multi-quarter course sequences, and other interdisciplinary collaborations
- Opportunities to partner with units and student clubs on campus that could serve as "clients" for projects

[Register today!](#)
3 PD hours
\$40 stipend

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

Tuesday, May 12, 1:30-3 p.m (A109B)

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

[Register](#) today!

MyBC-SharePoint—Libraries

Tuesday, May 19, 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, pat.roberts@bellevuecollege.edu

10 seats; [Register](#) today!

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

FACULTY COMMONS

Bellevue College

Online Teaching Squares

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

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

Online Teaching Squares allows experienced faculty with intermediate to advanced levels of Canvas skills to gain new perspectives and insights into their online courses. To start, we will review

basic online teaching best practices. Based on those shared practices, each participant then finds positive attributes in a colleague's hybrid or online course that they can apply to their own course. Each Online Teaching Square consists of three to four faculty members, preferably from different disciplines, who observe each other's online course for a quarter and then discuss, through a guided process, what they've learned from the observations.

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

Stipend: \$250*

8 seats maximum

Register by April 8

For more information, contact Ann Minks, HSEWI at aminks@bellevuecollege.edu

Creating Animated Videos

Fully Online, April 13 – May 8 (with support for video completion through May 22)

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](#) early to get a spot!

Contact Ahmad Ghashmari, ELI, ahmad.ghashmari@bellevuecollege.edu for questions about this offering.



Canvas 101: Teaching with Canvas

Monday, April 6 – Friday, June 12

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

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

Level: Beginner

[Register](#) today!

Facilitator: Bruce Wolcott, Instructional Designer

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

Copyright Information for Educators

Monday, April 13 – Friday, May 8

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

On completion of all the requirements faculty will receive 16 PD Hours and earn a Certificate of Completion.

Level: Beginner

[Register](#) today!

Facilitator: Librarian

Accessibility 101: The Basics of Inclusive Design

Monday, April 20 – Friday, May 29

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 today!](#)

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

Canvas 201: Taking your Course to the next level!

Monday, April 27 – Friday, June 5

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 today!](#)

Facilitator: Ann Minks (Allied Health Faculty)

Virtual Reality for Experimenters

Date: Wednesday, May 13

Time: 2 – 5 p.m.

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 today!](#)

Facilitator: Bruce Wolcott

Other trainings through eLearning

Trainings offered by eLearning department

How to Copy a Canvas Course; Your Syllabus in Canvas; New Gradebook; Aligning Your Syllabus with the Canvas Gradebook; Canvas Hacks; Respondus Lockdown Browser; UDL for Module Design; Accessibility testing for Canvas courses.

Panopto video lecture capture tool with auto captions; Zoom – create an online meeting; Knock on my Door: Exploring Cranium Café; Virtual Reality for Experimenters.

MENTORING AND ADVOCACY

NEW

Mentor Training Workshop for Interested Mentors

Hybrid: 3 options for required attendance at one on-ground session:

- **Thursday, April 16, 9:30 – 12:30 (a breakout session during PD Day)**
- **Friday, May 15 (2 breakout sessions during College Issues Day)**
- **Friday, June 12, 2:00– 5:00 p.m. in D104H**

Are you interested in becoming a mentor next year (2020-21) for the tenure-track mentoring or adjunct mentoring programs? If so, this is a new and required workshop that will be offered only once per year in the spring. Even if you have mentored before, this workshop is required before you can officially mentor in one of these programs again. Participants will be compensated \$200 for this workshop, which will include a required 3-hour in-person meeting (on April 16, May 15, or June 12) and a 3-hour self-directed online component, which must be completed by June 19. Please join us and your fellow mentors as we work to collaboratively support new tenure-track faculty and new and current adjunct faculty.

Please [register](#) by April 13 to be able to participate in the April 16 session.

For more information contact Tim Jones, Tenure Mentoring Lead, tim.jones@bellevuecollege.edu, or Archana Alwar, Adjunct Mentoring Lead, archana.alwar@bellevuecollege.edu

Participate in the Adjunct Mentoring Program as a Mentor or a Mentee!

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

The next cohort of mentoring pairs will start in Fall 2020. More details to come this summer.

If you are interested in becoming a mentor during the 2020-2021 academic year, please review the required Mentor Training Workshop above.

For spring, the Adjunct Mentoring Program offers Teaching Talks! Take a look below.

Teaching Talks for Adjunct Faculty

Wednesday, April 29, 2:00– 3:30 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 spring 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.

[RSVP](#) to hold your spot for this Teaching Talk!

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

The Adjunct Advocacy Fair!!

Thursday, April 30, 11:30 a.m. - 2:30 p.m. in the Faculty Commons D104H

Adjuncts are invited to attend an Adjunct Advocacy Fair in the Faculty Commons. This fair is designed by the Positive Policies for Adjuncts Committee with the support of adjuncts in mind. 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 for more details coming to your inbox early spring quarter.

Adjunct Rights and Responsibilities: Knowing the Faculty Contract

Tuesday, April 21, 12:30 – 1:30 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, and participation in college governance, professional development, leave, unemployment insurance, childcare benefits, and more.

For more information, contact Tobi Rosenberg, A&H at tobi.rosenberg@bellevuecollege.edu

How to Read Your Paycheck

Monday, April 27, 10:30-11:30 a.m. OR April 28, 2:30-3:30 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 Sue Nightingale, Science, sue.nightingale@bellevuecollege.edu

Contract Conversations- Class Caps, Per Head and Over-Enrolled Classes

May 13, 12:30 – 1:30 p.m. in D104E

Come talk to your union representatives about the faculty contract. This quarter's conversation will begin with information on what your rights are when a class is under or over enrolled and what you need to know to make a good decision. Bring questions and ideas this and other topics!

For more information, contact Sue Nightingale, Science, sue.nightingale@bellevuecollege.edu

Introduction to Grants

Tuesday, June 2, 2:30pm – 3:30pm in D104H

As Bellevue College negotiates difficult budget times, finding funding for new initiatives can be tough. However, BC was awarded over \$4 million last year in grant funding for programs and services across the college like the Worker Retraining program, the Center for Career Connections, and High School Programs. 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, brandon.lueken@bellevuecollege.edu

Unemployment Benefits for Adjunct Faculty

Thursday, June 4, 1:30 – 2:30 p.m. in D104H

Are you eligible for unemployment benefits? Come find out! Unemployment or reduced-employment benefits are available between quarters! Find out before summer break if you are eligible and how to apply.

For more information, contact Tobi Rosenberg, A&H at tobi.rosenberg@bellevuecollege.edu



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 Summer or Fall 2020. To be considered, please submit your proposal for summer by May 1 at the very latest.

[Submit proposals](#) through our website.



Community & Wellness

BC Faculty & Staff Choir

Fridays, 2:30 - 3:30 p.m. (April 10, April 24, May 8, May 22, and June 5) Choir Room, E126

What a great way to finish off the academic year by joining the BC Faculty and Staff Choir! Join us on Fridays as we sing songs together in community! We may even have some performance opportunities! Meet with us on every other Fridays from 2:30-3:30 pm in E126 (Choir Room across from the Carlson Theater) starting on April 10th. Aimee Hong, our own BC Faculty in Music (Class Voice, Concert Choir and Group Piano), will be challenging us with vibrant music as we have learn new songs together! Feel free to drop by any session and find out how therapeutic it is to sing together!

Sign up to get on the choir 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: TBD

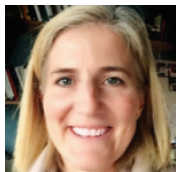
Facilitated by English faculty, Nan Ma, this literature reading group for faculty and staff in any and all areas meets once a month for an hour to discuss short stories, poetry and essays that are chosen by group members. Some writers discussed in the past include Terrance Hayes, Ocean Vuong, Layli Long 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 to receive the readings from Nan!

For more information, contact Nan Ma, A&H, nan.ma@bellevuecollege.edu

FACULTY COMMONS LEADS & DRC DROP-IN MENTORING & SUPPORT

Here is a team ready to support you and your teaching throughout Spring 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, 12:30 – 2 p.m.

Wednesdays, 12:30 – 2 p.m.

Thursdays, 8:30 a.m. – 10:30 p.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. .



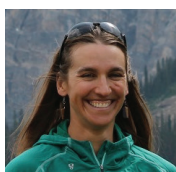
Tenure-Track Mentoring Lead, Tim Jones

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, 9:30 a.m – 12 p.m.

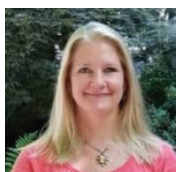
And by appointment



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.

Thursdays, 11:30 a.m. -12:30 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



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
Ellen Nichols, A&H
Sue Nightingale, ex-officio
Mark Mappala, A&H
Heidi Richter, Science

Faculty Commons Contributors

Archana Alwar, A&H, Adjunct Mentoring Lead
Jen Anderson, A&H, Faculty Development Lead
Aris Andrade, Program Manager
Stephanie Brommer, Social Science, Curator
Jennifer Conner, Technology Support Services
Sonya Doucette, Science
Tonya Estes, A&H, Director
Myriam Feldman, Science
Sara Gardner, NDN
Ahmad Ghashmari, ELI
Marisa Hackett, DRC
Aimee Hong, A&H
Tim Jones, Social Science, Tenure Mentoring Lead
Alyssa Kyff, IEGI
Brandon Lueken, Grants
Nan Ma, A&H
Ann Minks, HSEWI
Sue Nightingale, Science
Pat Roberts, Technology Support Services
Tobi Rosenberg, A&H
Christina Sciabarra, Social Science
David Spataro, Social Science

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

Wednesday, April 8, 1:00-2:00

Wednesday, May 13, 1:00-2:00

RISE Learning Institute

Dr. Gita Bangera, Dean

Tuesday, April 14, 12:30-1:30

Thursday, May 7, 11:30-12:30

Human Resources

Suzette Yaezenko, V.P.

Thursday, May 14, 12:30-1:30

Academic Success Center

Jonathan Molinaro, Director

Wednesday April 29, 12:00- 1:00

Wednesday, May 20, 12:00- 1:00

Academic Affairs

Dr. Rob Viens, A.V.P.

Wednesday, April 15, 1:00-2:00



Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see policy 4150 at bellevuecollege.edu/policies/. The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2178, Office R130.