Engaged Learning is the hub for faculty development efforts, and home to the First Year Experience Seminar (COLL 1002) course and program, the Academy for Teaching Excellence (ATE) orientation program for new faculty, and Faculty Coordinators associated with high-impact educational practices, including Service-Learning, Honors, and Undergraduate Research.

Mission Statement

The mission of the Engaged Learning division is to facilitate instruction in learner-centered pedagogy and assessment through partnerships that serve student academic success and faculty development.

Our Vision

The Engaged Learning division is committed to making excellence commonplace for all.

Core Values

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<th>Learning</th>
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<td>Creativity</td>
<td>Scholarship</td>
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<td>Innovation</td>
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<td>Collaboration</td>
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<td>Professionalism</td>
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For more information visit: tulsacc.edu/engagedlearning
TULSA COMMUNITY COLLEGE
ENGAGED LEARNING DIVISION OFFICE
TCC West, Room L-244
7505 W 41st Street South
Tulsa, OK 74132

PHONE: 918-595-8045 | EMAIL: engagedlearning@tulsacc.edu
WEBSITE: tulsacc.edu/engagedlearning

ENGAGED LEARNING DIVISION

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Melissa Teachnor, Administrative Assistant III
Stephanie Correa-Gomez, Administrative Assistant (PT)
Lynn Richmond, Honors Specialist and Service-Learning Program, lynn.richmond@tulsacc.edu, x7378
Mary Steinsiek, Administrative Assistant (PT), F.Y.E.S. Program, mary.steinsiek@tulsacc.edu, x7391

FACULTY DEVELOPMENT
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INSTRUCTIONAL DESIGNERS
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Jennifer Campbell, Instructional Design, instructionaldesign@tulsacc.edu
Lee Anne Morris, Technology Integration and Instructional Design, instructionaldesign@tulsacc.edu

FIRST YEAR EXPERIENCE SEMINAR (F.Y.E.S.) PROGRAM
Lori Coggins, First Year Experience Seminar Coordinator, lori.coggins@tulsacc.edu, x7391
DeAnna Cooper, Assistant Professor, F.Y.E.S., FAF, deanna.cooper@tulsacc.edu, x7082

HONORS PROGRAM
Susan O’Neal, Honors Coordinator, susan.oneal@tulsacc.edu, x7378

SERVICE-LEARNING PROGRAM
Kristen Marangoni, Service-Learning Coordinator, kristen.marangoni@tulsacc.edu, x7077

UNDERGRADUATE RESEARCH PROGRAM
Diana Spencer, GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605
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FACULTY DEVELOPMENT FRAMEWORK

Academic Year 2017—2018

- OUTCOMES-BASED EDUCATION
- SCHOLARSHIP OF TEACHING & LEARNING
- PROFESSIONALISM & REFLECTION
- DIVERSITY & INCLUSION
**Examples of Faculty Outcomes**

- Articulate measurable, student-centered learning outcomes for a unit, course, or program
- Use the backward design strategy to develop a unit, course, and program
- Create assessments that measure (institutional/program/course) learning outcomes
- Gather evidence to support achievement of learning outcomes
- Use evidence of student learning to review and improve units, courses, and programs

**BRIEF HISTORY**

In March 2017, the TCC Academic Affairs Council approved a new competency-based framework for faculty professional development efforts. By organizing development in terms of competencies that are reflective of the faculty job description, which represent desired capacities and practices, and which also reflect core institutional values, the framework allows for a variety of ways to achieve personal development goals. The four key competencies associated with the new TCC Faculty Development Framework are shown below. So that Engaged Learning is able to provide effective development events and activities, the Strategy 1f/1g team also brainstormed some suggested outcomes for each competency, which represent desired results of any development event or activity. Of course, we realize that there are many other unintended, yet desirable outcomes that could come out of faculty developing the competencies. In any case, think of these as program learning outcomes; assessment of these outcomes will be possible through the faculty review process, as well as through the regular assessment of division offerings.

**TCC FACULTY PROFESSIONAL DEVELOPMENT PROGRAM OUTCOMES**

As a result of participating in Engaged Learning’s curriculum, we intend for all TCC faculty members to be able to:

- Assess student learning and use results for improvement
- Use active, learner-centered pedagogy and high-impact practices in the classroom
- Prioritize diversity and inclusion in the classroom
- Reflect on their practice

**OUTCOMES-BASED EDUCATION**

The education model which uses assessment of learning outcomes for the purpose of gathering data on student learning. The data is then used to fortify communication and collaboration among faculty, leading to continuous improvement of courses, programs, and the institution in terms of student learning.
PROFESSIONALISM & REFLECTION

Examples of faculty outcomes:

- Contribute to the college and to one’s school, department, or discipline
- Stay current in one’s discipline/academic field
- Collaborate with peers both in and outside of discipline or academic field
- Discover problems, solutions, and insight through reflective thinking, discussion, or writing
- Engage in expanding institutional and personal connections to the community

SCHOLARSHIP OF TEACHING & LEARNING

Examples of Faculty Outcomes:

- Employ methods that develop students’ understanding of a discipline’s thinking, practice, values, and procedures
- Use high-impact teaching and learning practices, such as service-learning, learner-centered teaching, backwards (integrated) course design, team-based learning, collaborative assignments and projects, diversity/global learning, writing intensive courses, undergraduate research, student learning communities, and study abroad. See the AAC&U’s High Impact Practices as well as Dee Fink’s Five High Impact Practices for more information.
- Use appropriate technology as part of the instructional practice
- Participate in cross-disciplinary teaching and learning practices

DIVERSITY & INCLUSION

Examples of Faculty Outcomes:

- Promote a learning atmosphere that respects, understands, and values difference
- Challenge students to determine and question their assumptions and think about how these affect, shape, or limit their viewpoints
- Include the presence of historically underrepresented groups in materials and activities
- Advocate for cultural competence in the classroom
- Address accessibility issues in course delivery

The mindset and practice of intentionally acknowledging multiple perspectives and engaging the diversity of learners in the classroom toward educational, social, moral, and democratic ends.
The text content has been preserved as faithfully as possible, focusing on readability and natural language presentation. Here is the structured and readable version of the document:

**Guiding Principles**

**Alignment:**

We worked to align program components with the Faculty Development Competencies. The majority of professional development opportunities intentionally reinforce that alignment; a few reinforce multiple competencies.

**High-Impact Strategies:**

We gave priority to development opportunities that included a focus on high-impact institutional and pedagogical best practices such as service-learning, learner-centered teaching, backwards (integrated) course design, team-based learning, collaborative assignments and projects, diversity/global learning, writing intensive courses, undergraduate research, student learning communities, and study abroad. See the AAC&U’s High Impact Practices as well as Dee Fink’s Five High Impact Practices for more information.

**Accessibility:**

We worked to offer professional development opportunities in series- or course formats (and, where possible, to make them available during the day and in the evening), in order to maximize accessibility.

**Community and Collaboration:**

Through series and course formats, we hope to encourage collaboration and community-building between all faculty, who may work in online cohorts, or be together across two- or three class/workshop sessions. Some program components (e.g., “Observe Your Peers” [2017] and “Mentoring” [2018]) were created specifically to help build community between and among full-time and adjunct faculty members.

**Inclusiveness:**

We are working to involve full-time and adjunct faculty members in all components of professional development. Beyond participation in and assessment of those activities, we are working to create opportunities for faculty to serve on Engaged Learning division planning committees and advisory groups, and when possible, to work as professional development co-facilitators.

**Expectations Statement**

Ongoing and pertinent professional development is part of the TCC faculty job description, and as such, faculty members are expected to make time for professional development opportunities, whether that means participating in an Engaged Learning workshop or course at the College, working to attain an advanced degree in one’s field, engagement in an active research agenda, attending or presenting at local or regional workshops/conferences related to one’s discipline, or through disciplinary association work (or some combination thereof).

**Compensation Statement**

While the College values multiple forms of professional development, we are only able to tie financial compensation to some of them. When possible, offerings sponsored by the Engaged Learning division which exemplify the guiding principles above, and which entail an extended commitment across time, will be compensated. Additionally, small financial awards may occasionally be available.
THE ACADEMY FOR TEACHING EXCELLENCE (ATE)

TCC’s Academy for Teaching Excellence (ATE) provides new full-time faculty an orientation that is designed to facilitate successful transition into the TCC teaching and learning community. All new full-time faculty members participate in the Academy during their first three years of employment. This required cohort experience builds on networking, and the collective strengths of new faculty, along with aligning the professional development experiences of our faculty with TCC’s core teaching competencies of Outcomes-Based Education, Scholarship of Teaching & Learning, Diversity & Inclusion, and Professionalism & Reflection. ATE helps faculty members achieve individual professional goals and promotes greater understanding of the learning process, most effective teaching practices, and collegial collaboration.

MEETING DATES:

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<thead>
<tr>
<th>2017 COHORT</th>
<th>2016 COHORT</th>
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<tbody>
<tr>
<td>DATE</td>
<td>TIME</td>
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<tr>
<td>Monday, August 14, 2017</td>
<td>12:00pm - 4:00pm</td>
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<tr>
<td>Friday, August 25, 2017</td>
<td>1:00pm - 4:00pm</td>
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<td>Saturday, September 08, 2017</td>
<td>1:00pm - 4:00pm</td>
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<td>Friday, September 29, 2017</td>
<td>1:00pm - 4:00pm</td>
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<tr>
<td>Friday, October 13, 2017</td>
<td>1:00pm - 4:00pm</td>
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<tr>
<td>Friday, October 27, 2017</td>
<td>1:00pm - 4:00pm</td>
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<tr>
<td>Friday, November 03, 2017</td>
<td>1:00pm - 4:00pm</td>
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<tr>
<td>Friday, December 01, 2017</td>
<td>1:00pm - 4:00pm</td>
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<tr>
<td>Friday, January 19, 2018</td>
<td>2:00pm - 4:00pm</td>
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<tr>
<td>Friday, April 20, 2018</td>
<td>2:00pm - 4:00pm</td>
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</tbody>
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LOCATIONS: Varies between campuses and Conference Center; More information provided by Coordinators.

FACILITATED BY: ATE Coordinators Dewayne Dickens and Debbie Batson, in cooperation with TCC Faculty Development Coordinator, Joe Schicke.

(Please see the Engaged Learning contact page for individual Coordinator contact information)

NEW ADJUNCT FACULTY ORIENTATION

MEETING DATE: Thursday, August 17, 2017; 5:00pm – 9:00pm
LOCATION: Conference Center, 2nd Floor
FOR MORE INFORMATION, PLEASE CONTACT: Susan Burlew, Director, Academic and Campus Services, Southeast Campus, susan.burlew@tulsacc.edu, x7674
TEACHING AND LEARNING SHOWCASE

The “Teaching and Learning Showcase” is the place for all faculty to share their experiences and ideas applying what they have learned from an Engaged Learning course, workshop, learning community, or certificate series taken at any point over the semester, or from other professional development undertaken over the course of the semester.

- Presenters will describe the course or series, etc., in question, and share a capstone or end-of-course project, and any assessment efforts
- Alternatively, presenters may describe the professional development in question, and share classroom integration efforts
- All faculty participants will receive a certificate for their participation
- Includes time for productive feedback and instruction, if desired

FALL SHOWCASE DATES/TIMES:
- Thursday, November 30, 2017, 4:30pm – 8:00pm; Location: TBD
- Friday, December 1, 2017, 10:00am – 1:30pm; Location: TBD

SPRING SHOWCASE DATES/TIMES/LOCATION: TBD

FACILITATED BY: Joe Schicke, Faculty Development Coordinator, and Engaged Learning Coordinators

(Please see the Engaged Learning contact page for individual Coordinator contact information)

OBSERVE YOUR PEERS PROGRAM

“Observe Your Peers” is for those who would like to have the chance to “sit-in” on a fellow faculty member’s class in order to observe a particular teaching or classroom management strategy. Though it is primarily a chance for adjunct faculty to observe full-time faculty members, it can be a way for any faculty member to observe a colleague’s class, and to learn something about a different discipline, get ideas for a learning community, or simply to show support. The Engaged Learning division will facilitate all scheduling and registration of both parties, and only one person at a time will be allowed to sign up to observe any particular instructor/class.

DETAILS: The observing faculty member will complete a reflection that details how s/he plans to use the strategy, how it could be modified to fit her/his class or curriculum, or why or how it is not a good fit. The observing faculty member will also be encouraged to connect with the Faculty Development Coordinator, or with an Engaged Learning Instructional Designer for more help, if desired. If an adjunct faculty member observes a professor/class, and fills out and turns in the reflection, this activity is worth 1 hour of professional development credit. Full-time faculty members who volunteer to let others observe their classes will be able to classify this activity as “service” to colleagues or to the College. The Faculty Development Coordinator will use reflection reports for assessment purposes. Reflection copies will be submitted to the adjunct faculty member's Faculty Department Chair, and to the Engaged Learning division office. Full-time faculty may choose to include reflections in their portfolios.

Note: Observe Your Peers is available as a pilot for the 2017-2018 AY. Information forthcoming.

FACILITATED BY: Joe Schicke, Faculty Development Coordinator, and Engaged Learning staff members.

(Please see the Engaged Learning contact page for individual contact information)

COURSES, WORKSHOPS, SERIES, LEARNING COMMUNITIES, CERTIFICATE SERIES, & TRAINING SESSIONS

A schedule of competency-based courses, workshops, series, learning communities, certificate series (face-to-face, blended, and online), and training events will be available every semester so that faculty members are able to plan part of their annual development pathway. Beginning Spring 2018, workshop/course, learning community, and certificate series schedules (and potentially, any required training sessions) for the following academic year will be available at the end of the semester.

(Please see the THIS YEAR IN FACULTY PROFESSIONAL DEVELOPMENT Calendar)
CONSULTATIONS (INDIVIDUAL/GROUP)

Engaged Learning division members are available for one-on-one or group consultations on topics related to teaching, learning, and technology. For more information, please contact the Engaged Learning division office at 918-595-8045 or engagedlearning@tulsacc.edu, or visit the division office in L-244 on the West Campus.

(Please see the Engaged Learning contact page for individual Coordinator contact information)

COMING FALL 2018:

♦ New (Full-Time) Faculty Orientation
♦ The Faculty Design Institute
♦ Faculty Retreat: an “unconference”
♦ Mentoring at TCC

TCC AND OTHER CONFERENCES, INSTITUTES, MEETINGS, AND EVENTS (listed chronologically)

1ST THURSDAYS WITH SUSTAINABLE TULSA AT TCC C4C

MEETING DATE: Meetings are free, and are held on the first Thursday of every month
TIME: 11:30am—1:00pm
LOCATION: McKeon Center for Creativity
DESCRIPTION: 1st Thursday! is Sustainable Tulsa’s monthly open-to-the-public meeting offering individuals an opportunity to network, enjoy lunch, and hear presentations from local, regional, and national sustainability leaders. Join the fun at 11:30 a.m. for lunch and networking, and stay from 12:00 to 1:00 p.m. for the presentation.

New this year: beginning in September, Sustainable Tulsa and TCC will collaborate to offer an extended discussion opportunity immediately following the regular “1st Thursday!” presentation.

Please consider bringing a class or a student group to the monthly Sustainability Roundtable discussion!

FOR MORE INFORMATION, PLEASE CONTACT: Mike Limas, Director, Academic and Campus Services, Northeast Campus, mike.limas@tulsacc.edu, x7474; Rob Katz, Ph.D., Associate Professor, VPA, robert.katz@tulsacc.edu, x7664; or Cindy Shanks, Dean, Engaged Learning, cindy.shanks@tulsacc.edu, x8291.

DARE TO CARE VOLUNTEER FAIR

MEETING DATE: Tuesday, September 19, 2017
TIME: 10:00am—6:00pm
LOCATION: McKeon Center for Creativity
DESCRIPTION: Come learn about Tulsa’s favorite non-profit organizations who are recruiting volunteers! From reading with a child to delivering meals to the homebound, find out how your students can make a difference in the community as a volunteer!

FOR MORE INFORMATION, PLEASE CONTACT: Annina Collier, Dean & GKFF Endowed Chair, Center for Creativity, annina.collier@tulsacc.edu, x7050

4TH ANNUAL INTERNATIONAL DAY OF PEACE CELEBRATION

MEETING DATE: Thursday, September 21, 2017, 12:00pm
LOCATION: Front of TCC Southeast Campus, in breezeway between buildings 1 & 2
DESCRIPTION: Join us as we “...come together, in spirit and in action, to forward the ideals of and conditions for peace.” Theme this year: Standing Up to Oppression

FOR MORE INFORMATION, PLEASE CONTACT: Rob Katz, Ph.D., Associate Professor, Humanities and Music, robert.katz@tulsacc.edu, x7664; Annie Malloy, Ed.D., Associate Professor, Liberal Arts, annie.malloy@tulsacc.edu, x7638; or Heidi Rigert, Associate Professor, Music, heidi.rigert@tulsacc.edu, x7755

FOR MORE INFORMATION ABOUT THE DAY, PLEASE VISIT: www.un.org/peaceday/
**8th Annual Promoting Undergraduate Research Conference:**

*Best Practices Tested Over Time for All Disciplines and Levels*

**MEETING DATE:** Friday, September 29, 2017  
**TIME:** 8:30am-4:00pm  
**LOCATION:** PHF Executive Conference Center, OKC  
**FOR MORE INFORMATION, PLEASE CONTACT:** Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605  
**OR VISIT:** http://www.okhighered.org/grant-opps/ug-student-research.shtml#2017ugr

**TCC Representative for EPSCoR Research Day at the Capitol**

**MEETING DATE:** Friday, October 20, 2017  
**LOCATION:** McKeon Center for Creativity  
**DETAILS:** Student competition for poster presentation at EPSCoR Research Day. Application submission deadline: Sunday, October 1, 2017. Please send all applications to Melissa Teachnor, Administrative Assistant III, Engaged Learning division office, melissa.teachnor@tulsacc.edu.  
**FOR MORE INFORMATION, PLEASE CONTACT:** Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605

**Oklahoma Campus Compact Conference:**

*The Community Lens: Building Capital in Your Community*  
*A “Listening Conference” for Institutions and Community Leaders/Partners*

**DATES AND LOCATIONS:**  
- Monday, October 16, 2017, Oklahoma City Community College  
- Tuesday, October 17, 2017, Tulsa Community College, Northeast Campus

**DESCRIPTION:** Join Edward Zlotkowski, Ph.D., Professor Emeritus, English and Media Studies, Bentley College, and Founding Director of the Bentley Service-Learning Project, for a series of exercises and listening sessions.  
**FOR MORE INFORMATION, PLEASE CONTACT:** Kristen Marangoni, Ph.D., Service-Learning Coordinator, kristen.marangoni@tulsacc.edu, x7077

**Honors Research Retreat**

**MEETING DATE:** Friday, October 20, 2017  
**LOCATION:** McKeon Center for Creativity  
**FOR MORE INFORMATION, PLEASE CONTACT:** Susan O’Neal, Honors Program Coordinator, or Lynn Richmond, Honors Specialist, honors@tulsacc.edu, x7378

**10th Annual Oklahoma Service-Learning Conference:**

*Empowering Students to Build Community Capacity*

**MEETING DATE:** Friday, October 27, 2017  
**LOCATION:** Langston University  
**FOR MORE INFORMATION, PLEASE CONTACT:** Kristen Marangoni, Ph.D., Service-Learning Coordinator, kristen.marangoni@tulsacc.edu, x7077

**Oklahoma Academy of Science Fall Technical Meeting**

**MEETING DATE:** Friday, November 3, 2017  
**LOCATION:** Rogers State University  
**FOR MORE INFORMATION, PLEASE CONTACT:** Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605  
**OR VISIT:** http://www.oklahomaacademyofscience.org/
WEAK OF BARCODING BIOINFORMATICS OUTREACH
LOCATION: Southeast Campus
FOR MORE INFORMATION, PLEASE CONTACT: Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605

TULSA CITYWIDE RESEARCH DAY
MEETING DATE: Friday, November 10, 2017
FOR MORE INFORMATION, PLEASE CONTACT: Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605

HIBAKUSHHA STORIES
MEETING DATE: Thursday, November 16, 2017
TENTATIVE TIME: 11:00am
LOCATION: McKeon Center for Creativity
FOR MORE INFORMATION, PLEASE CONTACT: Annina Collier, Dean & GKFF Endowed Chair, Center for Creativity, annina.collier@tulsacc.edu, x7050; or Annie Malloy, Ed.D., Associate Professor, Liberal Arts, annie.malloy@tulsacc.edu, x7638

CCURI FALL STUDENT RESEARCH COLLOQUIUM
MEETING DATE: Sunday, November 26, 2017
LOCATION: Austin, Texas
FOR MORE INFORMATION, PLEASE CONTACT: Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605
OR VISIT: https://www.ccuri.org/

4TH ANNUAL SUSTAINABILITY AT TCC CONFERENCE
MEETING DATE AND LOCATION: Spring 2018 (Tentatively February)
DESCRIPTION: TCC’s annual sustainability conference includes a focus this year on sustainability curriculum integration strategies.
FACILITATED BY: TCC Sustainability Committee members; Engaged Learning staff members
FOR MORE INFORMATION, PLEASE CONTACT: Mike Limas, Director, Academic and Campus Services, Northeast Campus, mike.limas@tulsacc.edu, x7474; Rob Katz, Ph.D., Associate Professor, Humanities and Music, robert.katz@tulsacc.edu, x7664; or Cindy Shanks, Dean, Engaged Learning, cindy.shanks@tulsacc.edu, x8291.

GREAT PLAINS HONORS COUNCIL 2018 CONFERENCE
MEETING DATE: Friday, March 23, 2018—Sunday, March 25, 2018
LOCATION: Oklahoma State University, Stillwater, OK
FOR MORE INFORMATION, PLEASE CONTACT: Susan O’Neal, Honors Program Coordinator, or Lynn Richmond, Honors Specialist, honors@tulsacc.edu, x7378
OR VISIT: http://www.greatplainshonors.com

32ND ANNUAL NATIONAL CONFERENCE ON UNDERGRADUATE RESEARCH (NCUR)
MEETING DATES: Wednesday, April 4, 2018—Saturday, April 7, 2018
LOCATION: University of Central Oklahoma
DETAILS: Deadline NCUR poster abstract submission: December 5, 2017 (Begins October 3, 2017)
FOR MORE INFORMATION, PLEASE CONTACT: Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605
OR VISIT: http://www.cur.org/conferences_and_events/student_events/ncur_2018/
On-going professional development is vital to the effectiveness of TCC's online program. The full-time faculty who teach online are responsible for developing and improving the online courses. The Online Learning Department supports faculty efforts and promotes the quality of the courses. As a part of a continuous improvement plan, faculty who teach online should participate in professional development to stay current with research-based instructional strategies and online course tool alignment.

**Participation in one of the options listed below is required to remain eligible to teach and develop online courses.** In order to balance the College resources, faculty will be placed in one of three cohorts, and each cohort will be assigned a year in which they are expected to complete their professional development. After the initial three-year cycle is completed, a faculty member may move up a cohort, but may not go longer than three years without participating in targeted professional development if he or she wishes to remain eligible to teach online courses.

 professional development must include some type of project that redesigns or improves all or part of the existing online course. A meeting with an instructional designer is required to set outcomes. The Director of Online Learning determines the final approval of projects in this option.

**Professional Development Options:**

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<th>Option Description</th>
<th>Prerequisite</th>
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<tr>
<td><strong>ONLINE DEVELOPER CERTIFICATION</strong></td>
<td>Successful completion of the QM Applying the Rubric Workshop (Option 3)</td>
</tr>
<tr>
<td>This online, self-paced workshop focuses on sound principles of online and blended course design. Full-time and part-time faculty members are welcome to participate. The workshop is required for any full-time faculty desiring to develop curriculum for online courses. It is encouraged for any full- or part-time faculty member desiring to develop curriculum for blended courses.</td>
<td>Successful completion of the QM Applying the Rubric Workshop (Option 3)</td>
</tr>
<tr>
<td><strong>IMPROVING YOUR ONLINE COURSE (IYOC)</strong></td>
<td>Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.</td>
</tr>
<tr>
<td>Faculty learn about online course design through the lens of the Quality Matters rubric. Within the workshop, the faculty member applies selected Quality Matters rubric standards to his or her course. An individualized course improvement plan will be developed that the faculty member can use to guide course improvements after the workshop ends.</td>
<td>Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.</td>
</tr>
<tr>
<td><strong>APPLYING THE QM RUBRIC (APPQMR)</strong></td>
<td>Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.</td>
</tr>
<tr>
<td>Faculty will learn about the Quality Matters Standards, the Rubric, and the Peer Review Process. The APPQMR workshop is the first step toward becoming a Quality Matters Peer Reviewer.</td>
<td>Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.</td>
</tr>
<tr>
<td><strong>QUALITY MATTERS PEER REVIEWER CERTIFICATION (PRC)</strong></td>
<td>Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through Quality Matters.</td>
</tr>
<tr>
<td>Faculty will become Certified QM Peer Reviewers through an extensive study of the QM Rubric, Peer Review Process. Faculty will complete a practice review and write QM-level recommendations.</td>
<td>Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.</td>
</tr>
<tr>
<td><strong>INTERNAL PEER REVIEW OF YOUR ONLINE COURSE</strong></td>
<td>An internal group of 3 trained reviewers will review your course alignment and course design based on pre-determined standards. (Peer reviewer training to be developed; standards to be identified)</td>
</tr>
<tr>
<td><strong>FORMAL QUALITY MATTERS REVIEW</strong></td>
<td>Successful completion of the QM Applying the Rubric workshop or the Improving Your Online Course workshop (Options 2 and 3)</td>
</tr>
<tr>
<td>An external group of 3 Quality Matters trained reviewers will review your course based upon the Quality Matters Rubric.</td>
<td>Successful completion of the QM Applying the Rubric workshop or the Improving Your Online Course workshop (Options 2 and 3)</td>
</tr>
<tr>
<td><strong>INTERACTIVE LEARNING MODULE</strong></td>
<td>The faculty member selects an area of his or her online course for redevelopment. A meeting with an instructional Designer is required to set outcomes and to determine if specific pedagogical and technical training is needed. The Director of Online Learning determines the final approval of projects in this option.</td>
</tr>
<tr>
<td>Projects must be substantive in nature – updating or revising significant elements of the existing online course. Project planning will include outcome alignment, learning activities, and formative or summative assessment. Project ideas will be detailed during the meeting with an instructional designer and submitted to the Director of Online Learning for final approval.</td>
<td>Projects must be substantive in nature – updating or revising significant elements of the existing online course. Project planning will include outcome alignment, learning activities, and formative or summative assessment. Project ideas will be detailed during the meeting with an instructional designer and submitted to the Director of Online Learning for final approval.</td>
</tr>
<tr>
<td>A certificate of completion will be awarded when the project is completed.</td>
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</tr>
<tr>
<td><strong>INTERNAL OR EXTERNAL, FOCUSED PROFESSIONAL DEVELOPMENT</strong></td>
<td>Pre-approved significant professional development from sources that focus on improving your online course. A meeting with an Instructional Designer is required to set outcomes. The Director of Online Learning determines the final approval of projects in this option.</td>
</tr>
<tr>
<td>Professional development activity must be substantive in nature – equivalent to 15 or more clock hours.</td>
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</tr>
<tr>
<td>The professional development must include some type of project that redesigns or improves all or part of the existing online course.</td>
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</tr>
<tr>
<td>Professional development plan &amp; project details will be outlined during the meeting with an instructional designer and submitted to the Director of Online Learning for final approval.</td>
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</tr>
<tr>
<td>A certificate of completion will be awarded when the professional development is completed.</td>
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</tr>
</tbody>
</table>
# This Year in Faculty Professional Development

## Academic Year 2017—2018

### Ongoing Online and Year-Long Development

<table>
<thead>
<tr>
<th>Outcomes-Based Education</th>
<th>Scholarship of Teaching &amp; Learning</th>
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</thead>
<tbody>
<tr>
<td>♦ Blackboard Gradebook Tips and Tricks (Ongoing Online Workshop)</td>
<td>♦ SEArCHH &amp; ASPIRE (Sustainability, Energy, ACcesibility, Happiness, Health, And (or) Social Policy, Interdisciplinary Research Explorations)</td>
</tr>
<tr>
<td>♦ Contextualized First Year Experience Seminar: Promising Practices (Faculty Learning Community)</td>
<td>♦ Service-Learning (Online Certificate Series)</td>
</tr>
<tr>
<td>♦ Institutional Learning Outcomes (Faculty Learning Community)</td>
<td>♦ Using Grading Rubrics (Ongoing Online Workshop)</td>
</tr>
</tbody>
</table>

### Diversity & Inclusion

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<tr>
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<tbody>
<tr>
<td>♦ Accessibility: Accessible Instructional Materials Workshop (Ongoing Online Workshop)</td>
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<tr>
<td>♦ Diversity and Inclusion Program (Online Certificate Series)</td>
</tr>
<tr>
<td>♦ Faculty Disability Awareness Training (Ongoing Online Workshop)</td>
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</table>

### Fall 2017

<table>
<thead>
<tr>
<th>Scholarship of Teaching &amp; Learning</th>
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<td>♦ Design It! Interactive Digital Lessons (Face-To-Face Workshop)</td>
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<td>♦ “Teaching at Tulsa Community College” Series (Online Workshop)</td>
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<td>♦ Blackboard Tool Tips (Webinar Series)</td>
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### Diversity & Inclusion

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<tr>
<td>♦ Implicit Bias and Student Success (Face-To-Face Workshop)</td>
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</table>

### Professionalism & Reflection

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<tr>
<td>♦ Curriculum Vitae for the 21st Century and Beyond (Face-To-Face Workshop)</td>
</tr>
<tr>
<td>♦ Faculty Promotion in Rank Application (Face-to-Face Workshop)</td>
</tr>
<tr>
<td>♦ Mental Health First Aid Training (Face-to-Face Workshop)</td>
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<tr>
<td>♦ READ (Book Discussion Group)</td>
</tr>
<tr>
<td>♦ Reflective Writing (Face-to-Face Workshop)</td>
</tr>
<tr>
<td>♦ &quot;Hamilton Off Broadway&quot; Presented by: Paddy Swiney (Public Scholar Series Presentation)</td>
</tr>
<tr>
<td>♦ “General Education and the Importance of American Federal Government: Reflecting on 2016” Presented by: Kristin Snodgrass (Public Scholar Series Presentation)</td>
</tr>
<tr>
<td>♦ “Livening Up Comp Class: Speculative Fiction and Crime Narratives” Presented by: Lauren Baker (Public Scholar Series Presentation)</td>
</tr>
</tbody>
</table>

### Spring 2018

<table>
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<th>Scholarship of Teaching &amp; Learning</th>
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<td>♦ Blackboard Tool Tips (Webinar Series)</td>
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<td>♦ Integrating Undergraduate Research into Your Course (Face-To-Face Workshop)</td>
</tr>
<tr>
<td>♦ Online Instructor Certification Workshop (Online Workshop)</td>
</tr>
<tr>
<td>♦ “Place as Text” Series (Face-To-Face Workshop)</td>
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<tr>
<td>♦ Sustainability and the Curriculum: Integration Strategies (Face-To-Face Workshop)</td>
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### Diversity & Inclusion

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<td>♦ Accessibility on Purpose (Blended Workshop)</td>
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<td>♦ Implicit Bias and Student Success (Face-To-Face Workshop)</td>
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### Professionalism & Reflection

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<tbody>
<tr>
<td>♦ Public Scholar Series: TBD</td>
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</table>

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11
Institutional Learning Outcomes

Faculty Learning Community

**Facilitated By:** Anne Cross

**Meeting Information:** The first meeting is scheduled for 3:00pm—5:00pm, Thursday, September 21, 2017

**Location:** SEC Think Tank Collaboration Room

**Description:** Convening over the 2017-2018 academic year, members of this multidisciplinary faculty learning community will learn about best practices for creating learning opportunities and for assessing Institutional Learning Outcomes (ILOs). They will also work to create resources for faculty and student services that directly affect student learning and development within each ILO, and discern how best to assess that learning and development.

**Enrollment Information:** [http://tiny.cc/jrybny](http://tiny.cc/jrybny)

For more information, please contact: Anne Cross, Ph.D., Assistant Professor of Biology, anne.cross@tulsacc.edu, x7735

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Blackboard Gradebook Tips and Tricks

**Ongoing Online Workshop**

**Facilitated By:** Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, or Lee Anne Morris.

**Meeting Information:** Self-paced

**Location:** Online

**Description:** Sometimes, making things work the way you want in the Bb gradebook can be tricky. This online, self-paced workshop looks at some of the most common things faculty want to do in the gradebook that don’t always turn out as expected. Some included topics are sorting gradebook columns, hiding columns from the student and from the faculty gradebooks, creating columns that allow the student to see his/her average, and creating a column that accepts text.

**Fall Enrollment:** [https://blackboardgradebookfall2017.eventbrite.com](https://blackboardgradebookfall2017.eventbrite.com)

**Spring Enrollment:** [https://blackboardgradebookspring2018.eventbrite.com](https://blackboardgradebookspring2018.eventbrite.com)

For more information, please contact: instructionaldesign@tulsacc.edu

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Contextualized First Year Experience Seminar: Promising Practices

**Faculty Learning Community**

**Facilitated By:** Lori Coggins

**Meeting Information:** This learning community will meet the third Friday of every month from 9:00am-10:30am, beginning Friday, September 15, 2017.

**Location:** Conference Center, Eighth Floor, Large Classroom

**Description:** Convening over the 2017-2018 academic year, members of this multidisciplinary faculty learning community will learn about and evaluate promising practices for developing contextualized First Year Experience/Student Success courses. They will also work to create the structure for implementing contextualized FYES courses at TCC including developing student learning outcomes, choosing course structure, coordinating with schools/departments/community partners, and determining appropriate assessment strategies.

**Enrollment Information:** [http://tiny.cc/eqybny](http://tiny.cc/eqybny)

For more information, please contact: Lori Coggins, First Year Experience Seminar Coordinator, lori.coggins@tulsacc.edu, x7391

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SEArCHH & ASPIRE

(Sustainability, Energy, ACCesibility, Happiness, Health, And (or) Social Policy, Interdisciplinary Research Explorations)

**Faculty Learning Community**

**Facilitated By:** Diana Spencer

**Meeting Information:** First meeting is scheduled for 3:00pm-5:00pm, Thursday, September 07, 2017

**Location:** Southeast Campus, Boardroom (SE 1300)

**Description:** Teams of a minimum of four faculty representing four schools from TCC will develop research investigations with sustainability, energy, accessibility, health, happiness, and social policy as the central theme. Social aspects of the chosen theme should be emphasized by at least one school. Teams will form in August and September. Each faculty will agree to assist one classroom section in an investigation during the fall semester of 2017. Faculty team members will meet several times during the fall semester with the goal of one student research abstract submission to the National Council for Undergraduate Research (NCUR) in late November or early December. TCC will work to fund the travel if abstracts are chosen. NCUR is in Edmond, Oklahoma (UCO) in 2018. The Engaged Learning office will assist with communications and travel arrangements.

**For more Information, please contact:** Diana Spencer, Ph.D., Associate Professor of Sociology, diana.spencer@tulsacc.edu, x8605
Teams of a minimum of four faculty representing four schools* from TCC will develop research investigations with sustainability, energy, accessibility, health, happiness, and social policy as the central theme. Social aspects of the chosen theme should be emphasized by at least one school. Teams will form in August and September. Each faculty will agree to assist one classroom section in an investigation during the fall semester of 2017. Faculty team members will meet several times during the fall semester with the goal of one student research abstract submission to the National Council for Undergraduate Research (NCUR) in late November or early December. TCC will work to fund the travel if abstracts are chosen. NCUR is in Edmond, Oklahoma (UCO) in 2018. The Engaged Learning office will assist with communications and travel arrangements.

**GKFF SEARCHH & ASPIRE Meetings Scheduled:**

- Thursday, September 7; 3:00 pm, SE Campus Boardroom #SEC 1300: Faculty Teams
- Thursday, October 6, 10 am, Conference Center Floor 8 Large Classroom: Faculty Teams
- Friday, November 10, 10 am, Conference Center Floor 8 Large Classroom: Faculty Teams
- Friday, December 1, 10 am, Conference Center Floor 8 Large Classroom: Faculty and Student Teams

Abstracts are usually due last week in November or first week in December for NCUR.

*Business and Information Technology; Child Development and Education; Engineering and Applied Technology; Health Sciences; Liberal Arts and Communication; Science and Mathematics; Visual and Performing Arts

Please travel to the site [http://www.cur.org/ncur_2017/](http://www.cur.org/ncur_2017/) to access details about the National Conference on Undergraduate Research. The earliest submission date is early October and the final deadline is December 5, 2017.

Please respond to the email invites that you should see soon. If the dates don’t work for you, or if you want a different theme, I will work with you to make it happen. If all goes beautifully in these very organic, potentially messy projects then we will be able to achieve student submissions to NCUR.

I genuinely appreciate your willingness to travel this new interdisciplinary path with me. The SEARCHH & ASPIRE group is a professional learning group and we will document your time and energy for a document in your portfolio. Forging new collaborations is worth our energy! Please feel free to contact me if you have questions.

Diana Spencer  
Associate Professor / GKFF Endowed Chair Research  
Diana.Spencer@tulsacc.edu
Service-Learning

**Online Certificate Series**

**Facilitated By:** Kristen Marangoni  
**Meeting Information:** Self-paced  
**Location:** Online  

**Description:** This fully online, self-paced Service-Learning certificate program includes an overview of service-learning definitions and best practices, access to important reflection and other resources, activities that will help you to align your course outcomes with the service, an opportunity to provide 2 hours of service to a community partner of your choosing, and reflection activities and opportunities. The program must be completed in one semester. **Please note: Fall registration is closed, Spring TBA.**  

**Enrollment Information:** [https://onlineservicelearningfall2017.eventbrite.com](https://onlineservicelearningfall2017.eventbrite.com)  
**For more information, please contact:** Kristen Marangoni, Ph.D., Assistant Professor of English, Service-Learning Coordinator, kristen.maragoni@tulsacc.edu, x7077

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Using Grading Rubrics

**Ongoing Online Workshop**  

**Facilitated By:** Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, or Lee Anne Morris.  
**Meeting Information:** Self-paced  
**Location:** Online  

**Description:** The Using Grading Rubrics self-paced, online workshop guides you through planning a rubric for one of your assignments, building your rubric in a Blackboard course site, grading a student attempt using your rubric, and copying your rubric to other course sites.  

**Fall Enrollment:** [https://usinggradingrubricsfall2017.eventbrite.com](https://usinggradingrubricsfall2017.eventbrite.com)  
**Spring Enrollment:** [https://usinggradingrubricsspring2018.eventbrite.com](https://usinggradingrubricsspring2018.eventbrite.com)  
**For more information, please contact:** instructionaldesign@tulsacc.edu

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Accessibility: Accessible Instructional Materials Workshop

**Ongoing Online Workshop**  

**Facilitated By:** Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, or Lee Anne Morris.  
**Meeting Information:** Self-paced  
**Location:** Online  

**Description:** Instructional materials can be designed in such a way to make them accessible to all learners. This self-paced, online workshop will guide you through several easy-to-implement design strategies that will increase the accessibility of your materials. The workshop is open to any TCC employee, full-time or part-time.  

**Fall Enrollment:** [https://accessibilityfall2017.eventbrite.com](https://accessibilityfall2017.eventbrite.com)  
**Spring Enrollment:** [https://accessibilityspring2018.eventbrite.com](https://accessibilityspring2018.eventbrite.com)  
**For more information, please contact:** instructionaldesign@tulsacc.edu

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Diversity and Inclusion Program

**Online Certificate Series**  

**Core sessions facilitated by:** Office of Diversity and Inclusion staff members, Eunice Tarver, Interim Provost, and AVP, Diversity and Inclusion, Dr. Jan Clayton, Senior Student Affairs Officer, Keidron Dotson, Retention Specialist, and Joseph Schnetzer, Retention Specialist.  
**Meeting Information:** Self-paced; to be piloted late Fall, 2017.  
**Location:** Online  

**Description:** This certificate series was created to provide an opportunity for faculty and staff to explore strategic areas around diversity and inclusion, and to learn more about the ways in which they can assist in creating welcoming and inclusive campuses for all.  

**Enrollment Information:** More information about participation TBA.  
**For more information, please contact:** The Office of Diversity and Inclusion
Faculty Disability Awareness Training

Ongoing Online Workshop

Facilitated By: The Office of Diversity and Inclusion

Meeting Information: Self-paced

Location: Online

Description: The Faculty Disability Awareness Training was developed in order to support faculty members provide access for all students including those with disabilities. In addition to compliance with federal Civil Rights directives, the training supports TCC 2016-2020 Strategic Plan goals, specifically, 1g, which aims to “increase faculty development in pedagogy, assessment, and student accessibility.”

Enrollment Information: Under Bb, go to Courses, and Search for Awareness. In the Course ID column, click on the chevron next to Faculty_Disability_Awareness_Training, then click “Enroll.” Enter the access code: aware (case sensitive); Click “Submit” and “OK” to enter course site.

For more information, please contact: Lonni Wilson, Director, Education Access Center, Office of Diversity and Inclusion, yolanda.wilson@tulsacc.edu, x7115

Design It! Interactive Digital Lessons

Face-to-Face Workshop

Facilitated By: Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, or Lee Anne Morris.

Meeting Information: Offered 3 different times

♦ 9:00am-12:00pm, Friday, September 15, 2017
♦ 2:00pm-5:00pm, Tuesday, October 10, 2017
♦ 2:00pm-5:00pm, Wednesday, November 15, 2017

Location: Conference Center, Second Floor, CC 207

Description: Research shows that students who are engaged in the learning process are more focused, more motivated and have more meaningful learning experiences. TCC faculty now have access to an online tool called SoftChalk that allows you to create interactive digital lessons. In this workshop, you will plan a digital lesson, create it in SoftChalk, and link it in your Blackboard course site. Please come with a lesson in mind.

Enrollment Information: https://designitfall2017.eventbrite.com

For more information, please contact: instructionaldesign@tulsacc.edu

High-Impact and Active-Learning Practices

Face-to-Face Workshop

Facilitated By: Cindy Shanks

Meeting Information: Three face-to-face sessions

♦ Session 1: Monday, September 18, 2017
♦ Session 2: Monday, October 16, 2017
♦ Session 3: Monday, November 13, 2017

Meeting Time: 6:00pm-7:30pm

Location: West Campus, Room L-240

Description: In this 3-part course, we will explore select “high-impact” practices, and active learning strategies that positively impact student learning. Sessions will include facilitated discussions concerning integration ideas and application experiences. Materials will be provided.

Enrollment Information: https://highimpactandactivelearning.eventbrite.com

For more information, please contact: Cindy Shanks, Dean of Engaged Learning, cindy.shanks@tulsacc.edu, x8291
The College has licensed a video-on-demand product called Kaltura that is integrated into Blackboard. You can record lectures from your home or office, do screen captures with narration, quizzes or tutorials for your students and place them within Blackboard, or save them for a later date. Using Kaltura, your video objects can be available to your students on any device, at anytime, anywhere they have an internet connection.

Do you have a need for online office hours? Would conducting an online exam review be helpful? Do you need to talk to your students while showing them your computer screen? Do you need your students to talk to each other in an online meeting? The College licenses Bb Collaborate for you to hold web meetings. In this workshop, you will get exposure to the technical side and tips on how to facilitate an online session.

The Qwickly Attendance course tool enables faculty to take attendance that is automatically graded in the Blackboard Grade Center. Faculty can take attendance using an attendance list on screen or allow students to check in on their own browser, complete with a PIN and countdown timer.

⇒ A new tool called Qwickly Jot will also be introduced and covered briefly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Campus</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, September 14, 2017</td>
<td>Northeast Campus</td>
<td>Room A112</td>
</tr>
<tr>
<td>Thursday, September 28, 2017</td>
<td>Southeast Campus</td>
<td>Room 4202</td>
</tr>
<tr>
<td>Tuesday, October 10, 2017</td>
<td>West Campus</td>
<td>Room i-132</td>
</tr>
<tr>
<td>Tuesday, October 24, 2017</td>
<td>Metro Campus</td>
<td>Room MC 334A</td>
</tr>
<tr>
<td>Tuesday, November 7, 2017</td>
<td>Conference Center</td>
<td>Room CC207</td>
</tr>
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</table>

Each session is designed to cover all three tech tools! Come for one, or stay for all. Please see the schedule for each session below.

**Schedule for Main Campus Sessions:**
- Kaltura: 1:30pm—2:30pm
- Blackboard Collaborate: 2:40pm—3:40pm
- Qwickly: 3:50pm—4:30pm

**Schedule for Conference Center Session:**
- Qwickly: 5:30pm—6:00pm
- Kaltura: 6:00pm—7:00pm
- Blackboard Collaborate: 7:20pm—8:20pm

To register, please visit: [https://blackboardtechtoolsfall2017.eventbrite.com](https://blackboardtechtoolsfall2017.eventbrite.com)

Please contact bbsupport@tulsacc.edu for any questions regarding these workshops.
Let TED do the Talking

Face-to-Face Workshop

Facilitated By: Lee Anne Morris

Meeting Information: One session 5:00pm - 7:00pm Tuesday, September 19, 2017

Location: Conference Center, Eighth Floor

Description: What makes an idea worth sharing? You've seen TED Talks, right? They invite most any topic and use a style of presentation that makes us stop and listen to the ideas. They provoke thought and intrigue us with essential questions. Imagine bringing this kind of power to your students. There is more to TED Talks than you may have imagined. We will look at the many, many resources available through TED for the adult learner, as well as discover possibilities for integration into high-impact educational practices.

Optional: Share an activity that you have done or might do with your students that incorporates TED in some way. Activity can be either online, F2F, instructor or student presented. Give and receive feedback. Submission guidelines will be provided.

Enrollment Information: https://letteddothetalking.eventbrite.com

For more information, please contact: Lee Anne Morris, Assistant Professor/Coordinator, Technology Integration & Instructional Design, lee.anne.morris@tulsacc.edu, 918-828-5086

“Teaching at Tulsa Community College” Series

Online Workshop

Facilitated By: Engaged Learning division

Meeting Information: Two 10-hour courses; TBD

Description: The Teaching at Tulsa Community College Certificate/Series is intended to be ongoing professional development for TCC’s adjunct faculty, whereby you are provided with information needed to better support TCC student success. The certificate series consists of two 10-hour professional development courses. Outcomes include the following: 1) Examine the unique role of Tulsa Community College as a provider of open-access education; 2) Explore design strategies that promote students success; and, 3) Reflect on teaching practices.

Enrollment Information: TBD, late Fall 2017 start

For more information, please contact: engagedlearning@tulsacc.edu

Online Instructor Certification Workshop

Online Workshop

Facilitated By: Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, or Lee Anne Morris.

Meeting Information: Five Weeks, Fully Online beginning September 5, 2017, ending October 8, 2017

Location: Online

Description: This online workshop gives faculty new to the online environment a chance to experience online learning as a student with the goal of becoming a more effective online facilitator of learning. This workshop runs for 5 weeks and has weekly assignment deadlines. It is appropriate for full-time and adjunct faculty and is required for any faculty teaching an online course.

Enrollment Information: https://onlineinstructorfall2017.eventbrite.com

For more information, please contact: instructionaldesign@tulsacc.edu
Blackboard Tool Tips
Fall 2017 Webinars

Presented by: Online Learning Staff

Web Meetings featuring fast and easy tips on the why and how to use Blackboard tools. Webinars are offered every other Wednesday from 2:30—3:00pm.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 23</td>
<td>Attendance using Qwickly</td>
<td>2:30pm—3:00pm</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Intermediate Gradebook Skills</td>
<td>2:30pm—3:00pm</td>
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<tr>
<td>Sept. 20</td>
<td>My Courses Management</td>
<td>2:30pm—3:00pm</td>
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<tr>
<td>Oct. 4</td>
<td>Course Menu Tricks</td>
<td>2:30pm—3:00pm</td>
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<tr>
<td>Oct. 18</td>
<td>New Blackboard Features</td>
<td>2:30pm—3:00pm</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Using Course Themes</td>
<td>2:30pm—3:00pm</td>
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<td>Nov. 15</td>
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You can click on this link to Join the Presentation http://tinyurl.com/zqycfv2 or you can go to the Welcome page of Blackboard where there is also a link to join the presentation.

Please contact bbsupport@tulsacc.edu for any questions regarding these workshops.
Implicit Bias & Student Success

Face-to-Face Workshop

Facilitated By: Dewayne Dickens

Meeting Information: Three face-to-face sessions

- Session 1: Wednesday, September 20, 2017
  Working with Struggling Students
- Session 2: Wednesday, October 18, 2017
  Implicit Biases and Its Impact on Teacher Effectiveness and Student Learning
- Session 3: Wednesday, November 15, 2017
  Strengths-Based Approaches to Course Design and Classroom Practices

Meeting Time: 1:30pm-3:00pm

Locations: MCSU 102—Film & Lecture Room

Description: In this 3-part face-to-face course, participants will examine issues around working with struggling students (with a focus on minority, first generation, and developmental students), learn to recognize implicit biases and their impact on teacher effectiveness and student learning, and investigate strengths-based approaches to course design and classroom practices (again, with a focus on tapping into minority, first-generation, and developmental student strengths).

Enrollment Information: https://implicitbiasandstudentsuccessfall.eventbrite.com

For more information, please contact: Dewayne Dickens, Ph.D., Associate Professor, Developmental Studies, ATE Co-Coordinator, dewayne.dickens@tulsacc.edu, x7046

Curriculum Vitae for the 21st Century and Beyond

Face-to-Face Workshop

Facilitated By: Lee Anne Morris

Meeting Information: One face-to-face session

5:00pm - 7:00pm, Monday, October 23, 2017

Location: Conference Center, Eighth Floor

Description: Do you have one? Is yours up to date? A curriculum Vitae, or a CV, may seem like an overwhelming, antiquated exercise that absolutely no profession other than academia uses. Not really true! It is true that if you work in higher education, you need to have one handy and up to date. Also true, is the potential to make your CV work for you in a variety of situations. We will discuss the components of a CV, guidelines for creating a digital version, and survey a handful of digital tools you could use.

Optional: Share your curriculum vitae with others. Give and receive feedback.

Enrollment Information: https://curriculumvitaeforthe21stcenturyandbeyond.eventbrite.com

For more information, please contact: Lee Anne Morris, Assistant Professor/Coordinator, Technology Integration & Instructional Design, lee.anne.morris@tulsacc.edu, 918-828-5086

Implicit Bias & Student Success

Facilitated by: Dewayne Dickens

In this three part face-to-face course, participants will examine issues around working with struggling students (with focus on minority, first generation, and developmental students), learn to recognize implicit biases and their impact on teacher effectiveness and student learning, and investigate strengths-based approaches to course design and classroom practices (again, with focus on tapping into minority, first-generation, and developmental student strengths).

Part 1. Working with Struggling Students
Wednesday, September 20, 2017

Part 2. Implicit Biases and Its Impact on Teacher Effectiveness and Student Learning
Wednesday, October 18, 2017

Part 3. Strengths-Based Approaches to Course Design and Classroom Practices
Wednesday, November 15, 2017

Each Session will meet:
1:00pm - 2:00pm
MCSU 102, Film and Lecture Hall

REGISTER HERE
Promotion in Rank Application Process

Face-to-Face Workshop

Facilitated By: Promotion in Rank Committee Members

Meeting Information: Five different sessions will be available. Location information TBA.

- 2:00pm-3:00pm, Tuesday, September 12, 2017
- 11:00am-12:00pm, Friday, September 15, 2017
- 2:00pm-3:00pm, Wednesday, September 20, 2017
- 3:00pm-4:00pm, Wednesday, October 11, 2017
- 1:00pm-2:00pm, Friday, October 13, 2017

Description: A workshop designed to help eligible faculty successfully complete the process of Promotion in Rank. Sessions will be led by faculty who have served on the Promotion Review Committee who will explain and discuss the process of promotion as well as walk applicants through promotion portfolio creation.

Enrollment Information: TBA

For more information, please contact: Rob Katz, Ph.D., Associate Professor, VPA, robert.katz@tulsacc.edu, x7664

Mental Health First Aid Training

Face-to-Face Workshop

Facilitated By: Jessica Heavin

Meeting Information: Two, 4-hour sessions (must enroll in and attend both sessions to receive certification)

- Session 1: Friday, September 15, 2017
- Session 2: Friday, September 22, 2017

Meeting Time: 1:00pm – 5:00pm

Location: Conference Center, Eighth Floor, Large Classroom

Description: You are more likely to encounter someone in an emotional or mental crisis than someone having a heart attack. Learn how to help a friend, family member, coworker, or neighbor in need. Get trained in Mental Health First Aid.

Enrollment Information: https://mentalhealthfirstaidfall2017.eventbrite.com

For more information, please contact: Jessica Heavin MS, LPC, NCC, CEAP, Director of Wellness Services, jessica.heavin@tulsacc.edu, x7269

READ

Book Discussion Group

Facilitated By: Sydney Teel

Meeting Information: 3 meeting sessions

- Wednesday, September 27, 2017; Book: Life From Scratch by Sasha Martin
- Wednesday, October 25, 2017; Book: Lab Girl by Hope Jahren
- Wednesday, November 15, 2017; Book: Yes, Chef by Marcus Samuelsson

Location: Northeast Campus, Glass Dining Room

For more information, please contact: Sydney Teel, Assistant Professor/FACET Center Coordinator, sydney.teel@tulsacc.edu, x7465
Reflective Writing
Facilitated by: Kristen Marangoni

Tuesday, September 19
12:00pm—12:50pm
Radio Classroom, McKeon Center for Creativity—First Floor

Come find out what all the hype is about when it comes to reflective writing! What does the data say about the value of reflective writing? Are some types of reflection more effective than others? Do you want to improve your reflective component in a service-learning course? Are you interested in improving the quality of the reflection in your portfolio for next year? If you have any of these questions, then this workshop is for you.

At this workshop you can expect to:

♦ Learn about the value of reflection in the classroom
♦ Discover what separates academic reflective writing from informal reflective writing
♦ Explore a variety of resources for reflective pedagogy (prompts, activities, assessments, etc.)
♦ Evaluate a sample reflective essay using a rubric

Also check out our Community Partners Fair (Dare to Care—in the C4C) before or after the workshop!

Register Now! Space is limited. Must complete registration by September 12, 2017!

https://reflectivewritingfall2017.eventbrite.com

For more information, please contact: Kristen Marangoni, Ph.D., Assistant Professor of English, Service-Learning Coordinator, kristen.maragoni@tulsacc.edu, x7077
Public Scholar Series Presentation:

"Hamilton Off Broadway"

Presented By: Paddy Swiney, Associate Professor, History

Presented On: Thursday, September 28, 2017

Description: He may be a Broadway star now, but Alexander Hamilton was Paddy Swiney's one true love (historically--don't tell her husband!) ever since she encountered him in a TCC class in 1987 and went on to write a master's thesis on him. He's a triple talent--conceiving a new form of government as the primary author of the Federalist Papers, defining freedom of the press and minority rights in his first and last legal cases, and demonstrating an unglamorous but deeply valuable talent for good administration, not to mention his contributions to the Bank of the United States and our financial system and also founding the Anti-Slavery Society of New York. How they made a Broadway musical out of all that is truly a wonder!

Public Scholar Series Presentation:

“Livening Up Comp Class: Speculative Fiction and Crime Narratives”

Presented By: Lauren Baker, Adjunct Instructor, English

Presented On: Thursday, November 30, 2017

Description: Freshman Composition is often criticized by students for one main reason: “It’s boring.” But as professors and consumers of contemporary literature, we have the opportunity to combat “the bore.” By creating a themed course for our students, with subjects like Speculative Fiction and Crime Narratives, we can help them learn the key objectives of composition class by engaging them in their own interests. Instead of trying to teach a concept with literature they don’t connect with, we can offer them a contemporary reading list that they are excited to discover, making the practical skills they are learning immediately accessible and relevant.

Public Scholar Series Presentation:

“General Education and the Importance of American Federal Government: Reflecting on 2016”

Presented By: Kristin Snodgrass, Adjunct Instructor, Political Science

Presented On: Thursday, October 26, 2017

Description: What is Introduction to American Federal Government good for? According to the literature, everything, especially at community colleges. But students may feel differently. The presenter's research involved surveying TCC students pre- and post-American Federal Government. Interviews were conducted to determine what about the class contributed to change or lack of change in political self-efficacy. Themes pertaining to democratic activity, novel political information, general education, and classroom engagement emerged. Additionally, data was collected during 2016, a contentious election year, leading to further reflection regarding government instruction and student engagement.

FOR ALL PRESENTATIONS:

Time: 3:00pm - 4:00pm
Location: Southeast Campus, Auditorium
Enrollment Information: Drop-in Session. No registration required.

For more information, or to submit a proposal, please contact: Dave Charlson, Assistant Professor, English and Developmental Writing, david.charlson@tulsacc.edu, x4608
Blackboard Tool Tips

Webinar Series
Facilitated By: Online Learning Staff
Meeting Information: TBD
Description: Web Meetings featuring fast and easy tips on the why and how to use Blackboard tools.
For more information, please contact: bbsupport@tulsacc.edu

Design It! Interactive Digital Lessons

Face-to-Face Workshop
Facilitated By: Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, or Lee Anne Morris.
Meeting Information: TBD
Description: Research shows that students who are engaged in the learning process are more focused, more motivated and have more meaningful learning experiences. TCC faculty now have access to an online tool called SoftChalk that allows you to create interactive digital lessons. In this workshop, you will plan a digital lesson, create it in SoftChalk, and link it in your Blackboard course site. Please come with a lesson in mind.
Enrollment Information: TBA
For more information, please contact: instructionaldesign@tulsacc.edu

Integrating Undergraduate Research into Your Course

Face-to-Face Workshop
Facilitated By: Diana Spencer
Meeting Information: Two face-to-face sessions TBD
Description: In this 2-part face-to-face course, participants will explore different ways to “grow” the availability of UR opportunities – a high-impact practice for students - via the integration of research into the curriculum. You’ll discuss particular disciplinary impediments or needs, and work on the development of curricular and assessment materials that facilitate the integration of UR into some component of your class.
For more information, please contact: Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605

Online Instructor Certification Workshop

Online Workshop
Facilitated By: Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, or Lee Anne Morris.
Meeting Information: Five Weeks, Fully Online beginning January 29, 2018, ending March 4, 2018
Description: This online workshop gives faculty new to the online environment a chance to experience online learning as a student with the goal of becoming a more effective online facilitator of learning. This workshop runs for 5 weeks and has weekly assignment deadlines. It is appropriate for full-time and adjunct faculty and is required for any faculty teaching an online course.
Enrollment Information: https://onlineinstructorspring2018.eventbrite.com
For more information, please contact: instructionaldesign@tulsacc.edu
Place as Text: For Active and Reflective Student Engagement

Face-to-Face Workshop

Facilitated By: Dewayne Dickens and Susan O’Neal

Meeting Information: Two face-to-face sessions

- **Session 1:** Wednesday, February 21, 2018
  - Experience a Place-as-Text search and initial writing and discussion

- **Session 2:** Wednesday, March 28, 2018
  - Moving from Place-as-Text writing and discussion to Turning Point Reflection for Student Learning Outcomes

Meeting Time: 1:00pm-4:00pm

Location: Greenwood Cultural Center

Description: All interested faculty are invited to a two-part workshop series sponsored by the Honors Program that focuses on place-based learning, an engaging and widely-applicable teaching method that will appeal to a diverse student population and adapt to many disciplines. Led by Associate Professor Dewayne Dickens, who recently participated in a national honors faculty institute that explored the Civil Rights Movement through place-based learning in Birmingham and Montgomery, Alabama, the first workshop encourages faculty to experience “place as text” firsthand, with a site search, followed by reflective writing, discussion, and planning. The second workshop will help faculty as they transition from their own learning experience to the more practical application of “place as text” in their own classrooms. Online materials will be provided for workshop participants as they prepare for the series.

Enrollment Information: [https://placeastext.eventbrite.com](https://placeastext.eventbrite.com)

For more information, please contact: Dewayne Dickens, Ph.D., Associate Professor, Developmental Studies, ATE Co-Coordinator, dewayne.dickens@tulsacc.edu, x7046 and Susan O’Neal, Associate Professor, English, Honors Coordinator, susan.oneal@tulsacc.edu, x7631

Sustainability and the Curriculum: Integration Strategies

Face-to-Face Workshop

Facilitated By: Rob Katz and Cindy Shanks

Meeting Information: Three sessions TBD

Description: This 3-part course will kick off at the 4th Annual TCC Sustainability Conference in February, 2018. The first session at the conference will be an opportunity to brainstorm the particular needs of participants, in terms of sustainability-related materials and discipline-specific curriculum integration approaches. Remaining sessions will include time for facilitated discussions, experiential exercises, and activities that help in the reorientation of an existing course for the inclusion of a sustainability focus, or which contribute to the creation of a sustainability-infused module or other course component. Participants will be required to present their module or other course idea in a group format.

For more information, please contact: Rob Katz, Ph.D., Associate Professor, Humanities & Music, robert.katz@tulsacc.edu, x7664, and Cindy Shanks, Dean, Engaged Learning, cindy.shanks@tulsacc.edu, x8291
Accessibility on Purpose

**Blended Workshop**

**Facilitated By:** Lee Anne Morris

**Meeting Information:** Blended, 8 hours  TBD

**Location:** Conference Center, Eighth Floor

**Description:** Regardless of discipline or venue (online/classroom), you will have students with unique or special needs. It is not always clear where our responsibility as faculty ends and student responsibility begins – or more importantly, how we can best work with our students toward their success. If we start with accessibility in mind, we don’t have to spend valuable time later recreating or chasing down what our students need. Following is a tentative outline for a spring offering. Class will be blended, and faculty will spend some time evaluating (and updating if needed) their own courses materials. Introduction to Partners, Purpose, Challenges, & Solutions: Disability Resources at TCC; Faculty Responsibilities; Learner Diversity. Universal Design: What is Universal Design; Assessing Activities - Design Considerations; Technology that works with you and your students. Best Practices for Student Accessibility: Creating Activities - Mindful Inclusion; When to get help.

Optional: Share an activity that you have done or might do with your students that incorporates universal design principles is some way. Activity can be either online, F2F, instructor or student presented. Give and receive feedback. Submission guidelines will be provided.

**For more information, please contact:** Lee Anne Morris, Assistant Professor/Coordinator, Technology Integration & Instructional Design, lee.anne.morris@tulsacc.edu, 918-828-5086

Implicit Bias & Student Success

**Face-to-Face Workshop**

**Facilitated By:** Dewayne Dickens

**Meeting Information:** Three face-to-face sessions

- **Session 1:** Wednesday, January 24, 2018
  - Working with Struggling Students
- **Session 2:** Wednesday, March 7, 2018
  - Implicit Biases and Its Impact on Teacher Effectiveness and Student Learning
- **Session 3:** Wednesday, April 11, 2018
  - Strengths-Based Approaches to Course Design and Classroom Practices

**Meeting Time:** 1:30pm-3:00pm

**Locations:** TBA

**Description:** In this 3-part face-to-face course, participants will examine issues around working with struggling students (with a focus on minority, first generation, and developmental students), learn to recognize implicit biases and their impact on teacher effectiveness and student learning, and investigate strengths-based approaches to course design and classroom practices (again, with a focus on tapping into minority, first-generation, and developmental student strengths).

**Enrollment Information:** [https://implicitbiasandstudentsuccessspring.eventbrite.com](https://implicitbiasandstudentsuccessspring.eventbrite.com)

**For more information, please contact:** Dewayne Dickens, Ph.D., Associate Professor, Developmental Studies, ATE Co-Coordinator, dewayne.dickens@tulsacc.edu, x7046

Mental Health First Aid Training

**Face-to-Face Workshop**

**Facilitated By:** Jessica Heavin

**Meeting Information:** TBD

**Description:** You are more likely to encounter someone in an emotional or mental crisis than someone having a heart attack. Learn how to help a friend, family member, coworker, or neighbor in need. Get trained in Mental Health First Aid.

**Enrollment Information:** TBA

**For more information, please contact:** Jessica Heavin MS, LPC, NCC, CEAP, Director of Wellness Services, jessica.heavin@tulsacc.edu, x7269

Public Scholar Series Presentations

**Description:** The TCC Public Scholar Series is a chance for interested TCC faculty and staff to share their expertise with a general audience.

**For more Information, or to submit a proposal, please contact:** Dave Charlson, Assistant Professor, English and Developmental Writing, david.charlson@tulsacc.edu, x4608