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**

- Student Success
- Curiosity
- Creativity
- Innovation
- Experimentation
- Collaboration
- Professionalism
- Learning
- Diversity
- Scholarship
- Reflection and Application
- Access
- Partnerships
- Engagement

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

### 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
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.

Please see the glossary for further clarification of Engaged Learning terms.
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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<td>Friday, January 19, 2018</td>
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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)

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

SPRING SHOWCASE DATES/TIMES/LOCATION:
♦ Thursday, April 26, 2018, 4:30pm - 6:30pm; LOCATION: Metro Campus, MC 102 Film & Lecture Room
♦ Friday, April 27, 2018, 10:00am - 12:00pm; LOCATION: West Campus, Student Union Fireplace Lounge

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.

Sign up to Observe Your Peer for Spring 2018 at: [https://tinyurl.com/tccobserveyourpeer](https://tinyurl.com/tccobserveyourpeer)

**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.

**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 am for lunch and networking, and stay from 12:00 to 1:00 pm for the presentation. 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.

USING HHMI BIOINTERACTIVE RESOURCES: A 3 HOUR WORKSHOP FOR HIGH SCHOOL AND COLLEGE BIOLOGY EDUCATORS

MEETING INFORMATION (attend either day, or both):
● Thursday, February 1, 2018, 5:00pm - 8:00pm
  ⇒ Exposing Students to Data Analysis and Claim Evidence Reasoning
● Friday, February 2, 2018, 8:30am—12:00pm
  ⇒ Primary Literature and Case Studies

LOCATION: TCC Conference Center, Room 211/213

DESCRIPTION:
⇒ FREE, Classroom-ready materials to enhance your content knowledge and teaching
⇒ Professional Development Certificates will be available.
⇒ Registrants must agree to complete a survey
⇒ Please bring a laptop or tablet

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REGISTRATION DEADLINE: January 22, 2018
REGISTRATION LINK: HTTPS://GOO.GL/FORMS/PDUZPHRBL6JQNSMK2
FOR MORE INFORMATION, PLEASE CONTACT: Melissa Csikari at csikarim@hhmi.org

TCC’s 4TH ANNUAL SUSTAINABILITY CONFERENCE
MEETING DATE: February 22, 2018
TIME: 9:00am - 3:30pm
LOCATION: Metro Campus, McKeon Center for Creativity
DESCRIPTION: The focus of this year’s conference is about food, food justice, food insecurity, entrepreneurship, and urban agriculture. There will be two keynote addresses, morning and afternoon, and breakout panel sessions during both morning and afternoon components. Attendance at all sessions is not required and there is no charge to attend. Lunch will be available for purchase.
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.

BUILDING A CULTURE OF ENGAGEMENT
MEETING DATE: February 23, 2018
TIME: 10:00am - 3:30pm
LOCATION: Metro Campus, McKeon Center for Creativity
AGENDA:
10:00AM - 11:30AM - KEYNOTE: ENGAGING ALL STUDENTS IN SERVICE-LEARNING
This keynote address will look at why community engagement is such a vital part of the college experience. It will provide strategies on how to engage students in effective service-learning and how to make service-learning accessible for all types of students including online, non-traditional, and commuters. This keynote is open to anyone at TCC, the community, and surrounding institutions.
11:45AM – 1:00PM - SESSION: BUILDING AN INSTITUTIONAL CULTURE OF SERVICE-LEARNING AND COMMUNITY ENGAGEMENT
Service-learning can often occur in isolated pockets of an institution, but wouldn’t it be great if there was a way we could unify those efforts and provide a culture that prioritizes this kind of work. This workshop will talk about how to build partnerships both within the institution and the community to increase buy-in for service-learning and community engagement. This workshop is open to anyone at TCC, the community, and surrounding institutions and offers specific application for faculty, college administrators, student affairs, those who work on Pathways, and community partners.

2:15PM - 3:30PM - WORKSHOP: ASSESSING SERVICE-LEARNING AND COMMUNITY ENGAGEMENT
You have the general sense that service-learning is a really effective teaching method, but how can you be sure? The workshop will show you ways to assess not only your course outcomes but also community partnerships. This session is open to anyone at TCC, the community, and surrounding institutions with specific applications for faculty, faculty assessment facilitators, and institutional research.

FEATURING KEYNOTE ADDRESS BY: Dr. Barbara Jacoby
Dr. Barbara Jacoby is one of our country’s leading service-learning scholars. As senior consultant for Do Good Campus at the University of Maryland, she currently works to engage faculty in developing curricula that helps students learn through solving problems in the community surrounding them. She is the author of seven books on service-learning including her latest publication, Service-Learning Essentials: Questions, Answers, and Lessons Learned. It is easy to see why her research has been recognized by both Campus Compact and by the International Association for Research on Service-Learning and Community Engagement.

SPONSORED BY: Oklahoma Campus Compact and TCC Engaged Learning Division.

TO REGISTER, PLEASE VISIT: https://buildingacultureofengagement.eventbrite.com

FOR MORE INFORMATION, PLEASE CONTACT: Kristen Marangoni, TCC Service-Learning Coordinator, kristen.marangoni@tulsacc.edu, x7077; 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 Options:**

### Online Developer Certification

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.

### Improving Your Online Course (IYOC)

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.

- **Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.**

### Applying the QM Rubric (APPQMR)

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. All projects must contain a quality improvement plan.

- **Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.**

### Quality Matters Peer Reviewer Certification (PRC)

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.

**Prerequisite:** Successful completion of the QM Applying the Rubric Workshop (Option 3)

- **Two-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through Quality Matters.**

### Internal Peer Review of Your Online Course

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)

**Prerequisite:** Successful completion of the QM Applying the Rubric workshop or the Improving Your Online Course workshop (Options 2 and 3)

### Formal Quality Matters Review

An external group of 3 Quality Matters trained reviewers will review your course based upon the Quality Matters Rubric.

**Prerequisite:** Successful completion of the QM Applying the Rubric Workshop or the Improving Your Online Course workshop (Options 2 and 3)

### Interactive Learning Module

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.

- 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.

A certificate of completion will be awarded when the project is completed.

### Internal or External, Focused Professional Development

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.

- Professional development activity must be substantive in nature – equivalent to 15 or more clock hours.
- The professional development must include some type of project that redesigns or improves all or part of the existing online course.

**Prerequisite:** Professional development plan & project details will be outlined during the meeting with an instructional designer and submitted to the Director of Online Learning for final approval.

A certificate of completion will be awarded when the professional development is completed.
### SPRING 2018 DEVELOPMENT OPPORTUNITIES

#### OUTCOMES-BASED EDUCATION
- **Assessment Data Submission Training** (Face-To-Face Workshop)
- **Tips for Reflecting on Assessment Data** (Face-To-Face Workshop, Lunch & Learn)

#### SCHOLARSHIP OF TEACHING & LEARNING
- **Blackboard Tool Tips** (Webinar Series)
- **Design It! Interactive Digital Lessons** (Face-To-Face Workshop)
- **Integrating Undergraduate Research into Your Course** (Face-To-Face Workshop)
- **Online Instructor Certification Workshop** (Online Workshop)
- **“Place as Text” Series** (Face-To-Face Workshop)
- **Sustainability and the Curriculum: Integration Strategies** (Face-To-Face Workshop)

#### DIVERSITY & INCLUSION
- **Implicit Bias and Student Success** (Face-To-Face Workshop)

#### PROFESSIONALISM & REFLECTION
- **Mental Health First Aid Training**
- **Public Scholar Series Presentations:**
  - Aesop’s Fables Today, Presented by: Mark Swiney
  - Laughing From the Outside: Hipsters and American Stand-up Comedy, Presented by: Chris Perkins
  - On Alert: Minuteman Missleers and Crew, Presented by: Stacy Reaves

### ONGOING ONLINE AND YEAR-LONG DEVELOPMENT

#### OUTCOMES-BASED EDUCATION
- **Blackboard Gradebook Tips and Tricks** (Ongoing Online Workshop)

#### SCHOLARSHIP OF TEACHING & LEARNING
- **SEArCHH & ASPIRE** (Sustainability, Energy, ACcesibility, Happiness, Health, And (or) Social Policy, Interdisciplinary Research Explorations) (Faculty Learning Community)
- **Service-Learning** (Online Certificate Series)
- **Using Grading Rubrics** (Ongoing Online Workshop)

#### DIVERSITY & INCLUSION
- **Accessibility: Accessible Instructional Materials Workshop** (Ongoing Online Workshop)
- **Diversity and Inclusion Program** (Online Certificate Series)
- **Faculty Disability Awareness Training** (Ongoing Online Workshop)
**Blackboard Tool Tips**

**Webinar Series**

**Facilitated By:**
Online Learning Staff

**Meeting Information:**
Webinars are offered Wednesday afternoons from 2:30pm - 3:00pm. See flyer for specific dates and topics.

**Topics include:**
- Beginning of Semester Checklist & Qwickly Attendance
- Assignments, Due Dates, & Calendar
- Gradebook
- MyCourses, Course Names and Customization
- Bb Ultra Experience
- End of Semester Checklist
- Ultra Course Preview

**Description:** Web Meetings featuring fast and easy tips on the why and how to use Blackboard tools.

**Enrollment Information:** See flyer for specific dates and enrollment information.

**For more information, please contact:**
bbsupport@tulsacc.edu

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**Assessment Data Submission Training**

**Face-to-Face Workshop**

**Facilitated By:**
Institutional Research & Assessment Staff

**Meeting Information:**
Offered 5 different times
- 9:00am - 10:00am, Monday, April 16, 2018; Metro Campus, Room MC 334A
- 10:00am - 11:00am, Tuesday, April 17, 2018; Southeast Campus, Room 8148
- 11:00am - 12:00pm, Wednesday, April 18, 2018; West Campus, Room WCINFO 136
- 1:00pm - 2:00pm, Thursday, April 19, 2018; NEC Facet Center, Room A112
- 2:00pm - 3:00pm, Friday, April 20, 2018; Conference Center, Room CC207

**Description:** Guided training on how to submit assessment data through Nuventive Improve.

**Spring Enrollment:** [https://assessmentdatasubmissionspring2018.eventbrite.com](https://assessmentdatasubmissionspring2018.eventbrite.com)

**For more information, please contact:** Allison Tifft, Assessment Program Manager, Institutional Research and Assessment, allison.tifft@tulsacc.edu.
**Integrating Undergraduate Research into Your Course**

*Face-to-Face Workshop*

**Facilitated By:** Diana Spencer

**Meeting Information:** Presented at Stayonference 2018, information TBA

**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. We will 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

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**Online InstructoCertification Workshop**

*Online Workshop*

**Facilitated By:** Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, 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

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**Design It! Interactive Digital Lessons**

*Face-to-Face Workshop*

**Facilitated By:** Engaged Learning Instructional Design Team members: Jennifer Campbell and Lynnda Brown

**Meeting Information:**
- Offered 3 different times
  - 9:00am - 12:00pm, Friday, February 2, 2018
  - 9:00am - 12:00pm, Friday, March 2, 2018
  - 9:00am - 12:00pm, Friday, April 6, 2018

**Location:** Conference Center, Room CC 208 or 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://designitspring2018.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

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 face-to-face sessions

- **Session 1:** Thursday, February 22, 2018
  - During 4th Annual TCC Sustainability Conference, 2:15pm - 3:30pm, McKeon Center for Creativity, Telepresence Room
- **Session 2:** Monday, March 12, 2018
  - 2:00pm - 3:30pm, TBA
- **Session 3:** Monday, April 9, 2018
  - 2:00pm - 3:30pm, TBA

**Description:** This 3-part course will kick off at the 4th Annual TCC Sustainability Conference on February 22, 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.

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

**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

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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:** MC 617 (Boardroom)

**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
Laughing From the Outside: Hipsters and American Stand-up Comedy

Presented By: Chris Perkins, Assistant Professor
Presented On: Thursday, March 1, 2018

Description: Can hipsters change the world? Long before they wore skinny jeans and created beard art, hipsters were an influential part of American culture. From music to literature to business to politics, hipsters have helped define what it means to be American in the last century. This presentation looks at the hipsters who made stand-up comedy a voice of dissent and diversity in our society and who have kept pushing both comedic and cultural boundaries in the twenty-first century. Along the way, questions arise, starting with what is a hipster? What’s hip about comedy? And why the %*#@ should we care? The answers may surprise you.

On Alert: Minuteman Missileers and Crew

Presented By: Stacy Reaves, Adjunct Instructor
Presented On: Thursday, March 29, 2017

Description: Along a highway in South Dakota a small non-descript building sits behind a fence not far off the road. About five miles down the highway a round metal door sits on top of the ground surrounded by antennas. Although these facilities are no longer functioning other than as a museum, they speak to the threat of nuclear war that has existed and currently exists. In 2016, the Minuteman Missile National Historic Site conducted a series of oral interviews with former Minuteman missileers, maintenance crews, facility managers, peace activists, and legislators to capture the story of these men and women who worked to deter war and maintain world peace. The interviews provide a glimpse of the workings and lives of those who worked to maintain these systems and maintain peace for over twenty years. This presentation, using the interviews conducted by the presenter, will look at the workings of a Minuteman Missile crew, their thoughts on the Cold War, and the state of nuclear weapons today as well as those who worked to end nuclear war. Interviews include missileer crews and politicians such as former Senator Tom Daschle, former Air Force Secretary Tom Reed, and former Vice President Dick Cheney.

FOR ALL PRESENTATIONS:

Time: 3:00pm - 4:00pm
Location: Southeast Campus, Auditorium (SEC 9101)
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, dave.charlson@tulsacc.edu, x4608
Mental Health First Aid Training

**Face-to-Face Workshop**

**Facilitated By:** Jessica Heavin

**Meeting Information:**
Two training opportunities

**Training Opportunity One:**
**Location:** Conference Center, Room 403 (4th floor)
- 1:00pm - 5:00pm, Friday, January 19, 2018
- 1:00pm - 5:00pm, Friday, January 26, 2018

**Training Opportunity Two:**
**Location:** CC - Eighth Floor, Large Classroom
- 1:00pm - 5:00pm, Friday, April 6, 2018
- 1:00pm - 5:00pm, Friday, April 13, 2018

**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:** Please visit the Instructor Led Training information found on MyTCC at [https://mytcc.tulsacc.edu/web/home-community/training-employee-development](https://mytcc.tulsacc.edu/web/home-community/training-employee-development)

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

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READ

**Book Discussion Group**

**Facilitated By:** Sydney Teel

**Meeting Information:** 3 meeting sessions

- Wednesday, February 21, 2018;
  ⇒ **Book:** Jade Dragon Mountain by Elsa Hart

- Wednesday, March 28, 2018;
  ⇒ **Book:** The Snake Stone by Jason Goodwin

- Wednesday, April 18, 2018;
  ⇒ **Book:** The Devotion of Suspect X by Keigo Higasino

**Location:** Northeast Campus, Glass Dining Room

**For more information, please contact:** Sydney Teel, Assistant Professor/FACET Center Coordinator, sydney.teel@tulsacc.edu, x7465
Blackboard Gradebook Tips and Tricks

Ongoing Online Workshop

Facilitated By: Engaged Learning Instructional Design Team: Jennifer Campbell, Lynnda Brown, 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.

Spring Enrollment: https://blackboardgradebookspring2018.eventbrite.com

For more information, please contact: instructionaldesign@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.

Enrollment Information: 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

SEArCHH & ASPIRE

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

Faculty Learning Community

Facilitated By: Diana Spencer

Meeting Information: 4 meetings scheduled

- Friday, January 26, 2018; Faculty and Student Meeting
- Friday, March 16, 2018; Faculty Teams
- Friday, April 5, 2018*; Faculty and Student Teams (*NCUR Conference in Edmond - meeting Room and Time TBD)
- Friday, May 4, 2018; Faculty Teams

Meeting Location: CC - Eighth Floor, Large Classroom

Meeting Time: 10:00am - 11:30am

Description: The goal of the interdisciplinary study is the formation of teams of faculty representing different schools from TCC who develop different aspects of research investigations with sustainability, energy, accessibility, health, happiness, and social policy as the central theme. Social facets of the chosen theme should be emphasized by at least one school. Formation of teams will be ongoing. Each participating faculty member will agree to assist one classroom section in an investigation. Faculty team members will meet several times during each semester with the goal of one student research abstract submission. TCC will work to fund the travel if abstracts are chosen. The Engaged Learning office will assist with communications and travel arrangements.

For more information, please contact: Diana Spencer, Ph.D., Associate Professor and GKFF Endowed Chair of Undergraduate Research, diana.spencer@tulsacc.edu, x8605
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.

**Spring Enrollment:** [https://usinggradingrubricsspring2018.eventbrite.com](https://usinggradingrubricsspring2018.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, Northeast Campus Provost, and AVP, Diversity and Inclusion, Dr. Jan Clayton, Senior Student Affairs Officer, Keidron Dotson, Director of Enrollment Services, and Joseph Schnetzer, Retention Specialist.

**Meeting Information:** Self-paced; to be piloted late Spring 2018.

**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

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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.

**Spring Enrollment:** [https://accessibilityspring2018.eventbrite.com](https://accessibilityspring2018.eventbrite.com)

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

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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
Engaged Learning Terms

Accessibility
Providing access for all people including people with disabilities to instruction, materials, web content and physical access.

Accommodation
Addressing barriers to access for a specific student. Accommodations are approved through an interactive process between the student and Disability Resources.

Active Learning
In their seminal work *Active Learning: Creating Excitement in the Classroom*, Bonwell and Eison defined strategies that promote active learning as “instructional activities involving students in doing things and thinking about what they are doing” (1991). According to Vanderbilt University’s Center for Teaching, “active learning is commonly defined as **activities that students do to construct knowledge and understanding**. The activities vary but require students to do **higher order thinking**. Although not always explicitly noted, **metacognition**—students’ thinking about their own learning—is an important element, providing the **link between activity and learning**.

Backwards design
“**Instructors typically approach course design in a “forward design” manner, meaning they consider the learning activities (how to teach the content), develop assessments around their learning activities, then attempt to draw connections to the learning goals of the course. In contrast, the backward design approach has instructors consider the learning goals of the course first. These learning goals embody the knowledge and skills instructors want their students to have learned when they leave the course. Once the learning goals have been established, the second stage involves consideration of assessment. The backward design framework suggests that instructors should consider these overarching learning goals and how students will be assessed prior to consideration of how to teach the content. For this reason, backward design is considered a much more intentional approach to course design than traditional methods of design.**” (Vanderbilt University’s Center for Teaching)

Blended courses
In “hybrid” classes, a significant amount of the course learning activity has been moved online, making it possible to reduce the amount of time spent in the classroom. Traditional face-to-face instruction is reduced but not eliminated. The “hybrid” course model is also referred to as "hybrid."

Faculty learning community
A cross-disciplinary faculty and staff group of six to fifteen members (eight to twelve members is the recommended size) who engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building.
Engaged Learning Terms

**Flipped classroom**
“In essence, “flipping the classroom” means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.” (Vanderbilt University’s Center for Teaching)

**High impact practices**
The American Association of Colleges and Universities (AACU) defines high impact practices as “Educational practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds,” and “educational research suggests (these practices) increase rates of student retention and student engagement.” They take “considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback” (Kuh). Examples range from college orientation, first year experience courses and registration before classes begin to student learning communities, service learning, writing intensive courses and undergraduate research.

**Student centered teaching**
According to Meg Gorzycki Ed. D, student-centered teaching means that “student needs are the first consideration in course design. It also refers to practice that requires students to assume a large share of responsibility for conducting inquiries, applying knowledge, and making meaning of what they have learned. The website of Concordia University says that “Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.”

**Student learning community**
They “begin with a co-registration or block scheduling that enables the same students to take courses together, rather than apart.” The courses are not random, they are “typically connected by an organizing theme which gives meaning to their linkage.” (Tinto)

**Universal Design for Learning**
Scientifically valid framework to improve accessibility to instructional methodologies and materials.