

Fall 2020 Faculty Commons Program

Welcome to a new year, with renewed hope and commitment to a more just and equitable community!



It's a challenge to know where to begin, so I'll just say, "All of us in the Faculty Commons are here for you!" We have been researching, revising, creating, and collaborating to design programming for fall that will holistically support your work at the college so you can be the most effective instructor possible. Check out our YouTube channel for an ever-changing variety of videos: [Faculty Commons YouTube](#).

Diversity, equity, and inclusion continue to be the focus of the practices we value and promote. We are committed to doing our part to dismantle the systemic racism that persists in higher education and our community, and hope you will commit to joining a variety of offerings this fall to learn and unlearn about racism, biases, and cultural differences. As our Black colleagues have long been saying, the most urgent racism we must confront is anti-Blackness on individual, discipline, and institutional levels. On October 5, Ron Holland will be facilitating a new offering in our Cultural Responsiveness series on **Why Black Lives Matter 101**, and on November 5, Nan Ma will guide us through **Asian American Studies 101**. Other ways to reflect on individual and systemic racism and change our attitudes, behaviors, and institutional practices are through book clubs on **How To Be an Antiracist** or **Critical Environmental Justice**, and our workshop on **Microaggressions in Our Classrooms, Nuts and Bolts of College Instruction**, and **Inclusive Pedagogy**.

In response to our evolving remote and online instructional and work landscape, we have new offerings and have updated all our classics. eLearning is still the place to go to learn the tools and get technology and design advice. The Faculty Commons supports your instruction in our workshops and our **Developing Instructor Academy**, which now focus on virtual teaching, learning, and assessment. We explore how to engage students, create meaningful assessments, design an inclusive syllabus, use **High 5 & TILT**, **Prepare for an Inclusive Class**, and more! New this fall is a workshop **Let's Get Social!** to help you use social media effectively in your courses.

It's not just about teaching in the Commons; we also consider your wellness and connections to colleagues - like with our new offerings: **Staying Comfortable with Teaching Online** and **Indoor Gardening**. We also provide mentoring and advocacy, as well as lots of career development options. Go to our SharePoint Site to easily view our calendar of events: <https://bellevuec.sharepoint.com/sites/instruction/FacCom>

We have a lot planned for fall. That's in part because last summer we filled 230 seats! That's 4 times the normal number of participants. A number of our workshops have already filled for fall; please sign up on our waitlist. We know we're all in need of connections, support, and new ideas for teaching – now more than ever. Please read through the following list of offerings. Everything is run online and/or remotely. Poly-synchronous means that there is both work you complete on your own on Canvas and required remote sessions to attend. The PD hours are the approximate number of hours you should budget to complete the workshop successfully. Carefully consider what you can commit to and sign up today! Please reach out to the facilitators listed if you want to know more before registering. We are here for you so you can be there for your students.

Take extraordinary care,

Tonya

For Archana, Aris, Jen, Stephanie, Sonya, and Tim



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The Developing Instructor Academy

You might be new to college instruction or have been teaching for years - these workshops are made for you! We identified key elements of college teaching, learning, and assessment and divided those into 3 strands: **Nuts and Bolts of College Instruction**, **Student Engagement**, and **Transparent and Relevant Assessment**. Participants will come away with a theoretical understanding of the topics and practical applications of these integral elements of teaching for your courses. You might discover an area you would like to dive deeper into in future quarter workshops, and Jen will help you make those plans.

Sign up for one strand this quarter; make a plan to complete all 3 over time. Jen Anderson, the Faculty Development Lead, is happy to answer any questions about this academy. Her email is:

jen.anderson@bellevuecollege.edu.

Days/Times	Fall	Winter	Spring
4 Wednesdays, 9 – 10:30 a.m.	Nuts and Bolts	Transparent and Relevant Assessment	Student Engagement
TBD		Student Engagement	

Nuts and Bolts of Equitable College Instruction

Poly-synchronous: October 7 – November 20 on Canvas with 4 required synchronous meetings, Wednesdays, October 7 & 21, November 4 & 18, 9 – 10:30 a.m.

Are you new to teaching or want to revisit some of the basics of college instruction as it relates to virtual learning? The Nuts and Bolts workshop strand engages faculty in discussions about the fundamentals of being a college instructor, while making practical applications to our instruction. Throughout these sessions we introduce evidence-based strategies and intertwine equity, cultural responsiveness and growth mindsets as we discuss our syllabi, outcomes, lesson plans, assignment creation, and student support strategies in the virtual classroom.

The Learner-Centered Syllabus	Examine the role of instructor presence right from the start of the quarter through paying attention to tone and language used in the first touch-point we have with our students – the syllabus.
Connecting Outcomes to Performance	How can we design our class with the outcomes in mind and find ways to meet those outcomes through the use of traditional and alternative assessment strategies?

Universal Design for Learning	Share ideas for lesson planning and delivery with a focus on Universal Design for Learning (UDL) and explore Equity/Growth Mindset vs. Deficit Mindset.
Culturally Responsive Teaching	Examine how our positionality, implicit bias, and microaggressions impact the students in our classroom. Work to be anti-racist instructors.
TILT Assignment Framework and Student Success	Use the TILT Assignment Framework to revise one assignment, making the “why” behind each assignment clearer for our students.
Partnering with Student Support Services	Learn ways faculty can partner with key student service providers on campus (Counseling, MCS, DRC, NdN, Advising) to be in compliance and to enhance student learning and support.
Significance of Reflection	Build student reflection and your own instructor reflection into a regular practice to add depth to learning in the classroom.

Learning Outcomes:

Participants in this workshop series will be able to:

- Identify the components of a learner-centered syllabus and construct one for their classes.
- Understand and apply the Universal Design for Learning (UDL) principles to all facets of their teaching and classroom environment.
- Construct and revise assignments using the TILT assignment framework to enhance clarity of expectations for students.
- Identify and apply evidence-based retention strategies in their classes.
- Better understand how positionality and implicit bias impact our classroom environment and how to create a more equitable classroom.
- Describe the importance of reflection in learning and create reflection activities.

20 PD Hours

\$500 stipend*

14 seats: Full – [Please sign up on our waitlist.](#)

For more information, contact Jen Anderson, Faculty Development Lead



Betsy! You're on mute!

Excellence in Online/Remote Instruction Suite

For instructors who teach online, hybrid, and remote courses, these workshops are a must! Both the Faculty Commons and eLearning provide BC faculty with opportunities to build online teaching effectiveness and the ability to use tools in Canvas.

eLearning in the LMC D140 provides faculty guidance on how to enhance online content, creatively apply new technology in an online classroom, and use online course accessibility testing. They also offer instructional design consultations and partner with faculty to design online, hybrid, and technology-enhanced coursework. [Click here to go to the eLearning for Faculty website](#) for full information about their offerings. **Questions? Please contact Sukirti Ranade, Director of eLearning, D140**

The Faculty Commons offers single session and quarter-long collaborative workshops that help you refine your courses, bringing together the tools and effective, inclusive, equity-based pedagogy for online learning. See a selection of offerings this year to plan your PD pathway for excellence in online teaching. [Click here for the Faculty Commons current event catalog](#). **Questions? Please contact Tonya Estes, Director of Faculty Commons, D104.**

2020-2021 Tentative Workshop Offerings		
Fall	Winter	Spring
Canvas 101	Canvas 101	Canvas 101
Canvas 201	Canvas 201	Canvas 201
Accessibility 101	Accessibility 101	Accessibility 101
Copyright	Copyright	Copyright
Online Teaching Squares	Quality Online Pedagogy	Online Teaching Squares
High 5 in the Online/Virtual Classroom	High 5 in the Online/Virtual Classroom	High 5 in the Online/Virtual Classroom
Preparing for an Inclusive Online/Remote Class	Accommodations Unwrapped in the Virtual Class	Preparing for an Inclusive Online/Remote Class
TILT: Assignment Re-design	TILT: Assignment Re-design	TILT: Assignment Re-design
Nuts and Bolts of College Instruction	Student Engagement & Transparent/Relevant Assessment	Student Engagement
2-hour Online/Remote Instruction Series	2-hour Online/Remote Instruction Series	2-hour Online/Remote Instruction Series
Creating Animated Videos	Creating Animated Videos	Creating Animated Videos
eLearning – D140		
The Faculty Commons – D104		

Workshop Suite of High-Impact, Equity-Creating Teaching & Learning Frameworks and Practices

Take a deeper dive into teaching and learning frameworks and practices that are based in research on how adults learn, proven to increase retention, and meant to create an equitable learning opportunity for all our students. Learning about, practicing, and implementing these frameworks will make a difference to your success as an instructor and in turn the success of your students as learners.

High 5 in the Online/Virtual Classroom

Poly-synchronous: October 2 – November 6 on Canvas with two required synchronous meetings, Fridays, October 2 and November 6, 2:30 – 4 p.m.

Even if you've taken High 5 before, we welcome you to dive into how to approach these 5 practices in online instruction. Virtual classes present new challenges when compared to on-ground classes. How do we build community, connect with our students, create clear assignments, and stay flexible as an instructor? What do the High 5 practices look like in the virtual classroom? This workshop provides you the opportunity to build community with colleagues while adding proven student retention strategies to your online teaching toolkit. After completion of this workshop, you will be able to implement strategies that help your students in your virtual or on-ground classes to:

1. Feel they belong right from the first day of class
2. Receive timely feedback and recommendations to improve assignments and participation
3. Access a variety of avenues to interact with classmates and instructor
4. Increase academic confidence by receiving transparent assignments and assessments
5. Know their instructor has a structured course, but is also flexible when necessary

15 PD Hours

\$250 stipend*

12 seats

This workshop fills up quickly; [register for High 5 early!](#)

Contact Archana Alwar, Adjunct Mentoring Lead, for answers about this offering.

Assignment Redesign with TILT: An Online Workshop

Poly-synchronous: October 19 – November 13 on Canvas with one required virtual session determined by a participant poll

Purpose: *TILT* is one of the 5 practices in High 5, proven to increase retention, persistence, and a sense of belonging for all students, especially those most underrepresented. Many of you have heard of *TILT* by now – an assignment framework that promotes transparency in learning and teaching. Now it is time to put it into practice. Join us for an online workshop series learning how to TILT our assignments in a way that can have a powerful impact on our students' sense of belonging, academic confidence, and persistence in college. Research shows that *TILT* helps close opportunities gaps for students by clarifying the purpose, tasks, and criteria of your assignments. It can save you time too by reducing the number of questions you get about an assignment! Transparency is an act of equity.

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

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

8 PD Hours

\$100 stipend* for completion of *TILTed* assignment

[Register for TILT soon](#), only 10 seats available!

Please contact Jen Anderson, Faculty Development Lead, for more information.

Microaggressions in our Classrooms

Poly-synchronous - 3 Synchronous Friday Sessions: November 6, 13, & 20, 10 a.m.– 12 p.m.

On April 28, 2020, Dr. Luke Wood and Dr. Frank Harris of CORA Learning presented a timely webinar entitled "Responding to Racial Bias and Microaggressions in Online Environments." In 2017, Dr. Yolanda Flores Niemann, University of North Texas, led students through a video-recorded series of discussions about microaggressions they've experienced in school. We know that race, ability, religion, gender identity, language, age, personality, body type, socio-economic status and other identities must be addressed to better understand the impact of microaggressions in education. Therefore, we encourage everyone to watch these two open-access videos, reflect on the content, and address the issues presented.

Dr. Luke Wood and Dr. Frank Harris, CORA Learning, "Responding to Racial Bias and Microaggressions in Online Environments" <https://www.youtube.com/watch?v=9cEWQJ32nqU>

Dr. Yolanda Flores Niemann, Professor of Psychology at the University of North Texas, "Microaggressions in the Classroom" <https://youtu.be/ZahtlxW2CtQ>

If you'd like to discuss the information in these videos with colleagues, Carol Leffall and Tonya Estes humbly invite you to join us for three 2-hour discussions this fall. We will hold the space to explore examples of a range of microaggressions that persist in higher ed and the impact they have on us and our students. Let's get real about how we perpetuate microaggressions and how we can intervene when we experience them, particularly in our work at the college.

10 PD hours

\$150 stipend*

15 seats

Register for [Microaggressions in our classrooms here](#).

For more information, contact Carol Leffall, iBIT, or Tonya Estes, Faculty Commons.

Preparing for an Inclusive Online/Remote Class

Poly-synchronous: October 9 - November 13 on Canvas with two required synchronous meetings, Fridays, October 9 and November 13, 2:30 – 4 p.m.

Promoting inclusivity and diversity in the classroom is the instructor's privilege and responsibility. Join Myriam Feldman and Archana Alwar to explore how you can apply equity and access practices to online teaching and cultivate a sense of belonging for our students. This workshop will include examples, group discussions, scenarios, role-playing and opportunities to grow. By the end of the workshop participants will be able to:

- Recognize the scope of inclusivity and diversity while teaching remotely
- Increase knowledge of identity and bias in the learning environment
- Provide a balance between asynchronous and synchronous tools and course materials
- Identify areas of improvement for equity, diversity, and inclusion
- Plan to implement new pedagogical approaches or other changes to your course

15 PD hours

\$250 stipend*

12 seats: Full – [Please sign up on our waitlist.](#)

For more information, contact Archana Alwar, Adjunct Mentoring Lead, or Myriam Feldman, Biology.

Let's Get Social! An exploration of incorporating social media into your course (NEW!)

Poly-synchronous: 3 online modules and 3 remote meetings

Mondays, October 12 & 26, November 9, 1:30 - 2:30 p.m.

Looking to make your class more social? Interested in bringing some new tech to your course? Already using social media to engage students? Join us for a workshop focused on increasing our knowledge of and comfort with using various social media platforms while working to integrate them into our courses. In this workshop, participants will learn about the following social media platforms through a series of online modules: Facebook, Twitter, Instagram, Reddit, TikTok, Snapchat, Youtube, LinkedIn. We will also cover various communication platforms like Slack, Discord, and WhatsApp, among others. Online modules will also include discussion of design, privacy, and how to assess the use of social media. Participants will then meet online to discuss how to integrate various platforms into existing courses. Participants will come away from the workshop with at least one assignment that can be implemented in winter or spring. Workshop participants should expect to spend 8 hours in this workshop.

8 PD Hours

\$100 stipend* for participation and lesson completion

10 seats

Save your seat; [register for Let's Get Social today!](#)

For more information, contact Christina Sciabarra, Juan Esparza, or Betsy Zahrt Geib.

Online Teaching Squares

Poly-synchronous: September 28 – November 16

Regular meeting days/times will be set via Doodle poll shortly after registration closes on September 25.

Please Note: This workshop is for instructors who have recently taught an online course.

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

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

Stipend: \$250*

8 seats maximum

[Register for Online Teaching Squares by September 25](#)

For more information, contact Ann Minks, HSEWI.

Creating Animated Videos

Fully Online, September 28 - October 26 (with support for video completion through November 6)

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

10 PD Hours

\$100 stipend* with completed video

10 seats maximum: Full – [Please sign up on our waitlist.](#)

Contact Ahmad Ghashmari, A&H, for questions about this offering.



Click to watch a sample Powtoon!

2-Hour Thursdays!

In the month of October, the Faculty Commons will run a series of 2-hour synchronous sessions on three Thursdays from 1:30 – 3:30 p.m. to provide a quick shot of inspiration and solid practical solutions for teaching, learning, and assessing in online/remote classes. Sign up to hold your spot.

Increasing Student Success in Virtual Learning Through Innovative Course Design

Thursday, October 8 from 1:30-3:30 p.m.

Join faculty from the Communication Studies Department as we discuss how to successfully implement innovative design and delivery approaches that promote student success and increase course completion in virtual courses. Strategies explored in this interactive presentation include student-centered learning, instructor presence, early intervention, gracious space, and guided reflection of instructor feedback. Participants will explore how to apply these concepts to their courses.

2 PD Hours

30 seats: [Register for Innovative Course Design Today!](#)

Contact Jen Anderson, Faculty Development Lead, for questions

Virtual Teaching Talks: All about Online Assessment

Thursday, October 15 from 1:30 – 3:30 p.m.

Join us for Virtual Teaching Talks this fall to engage with and learn from each other. In this 2-hour session, there will be three presentations by experienced and inspiring instructors, designed for faculty to share teaching concerns and discuss techniques and strategies. This is open to all faculty. *Grab your coffee/tea and join us!*

Specific assessment topics to be determined soon.

2 PD Hours

10 seats: [Register for Virtual Talks Today!](#)

Contact Archana Alwar, Adjunct Mentoring Lead, for questions.

Instructor's Presence: Strategies to increase instructor presence in online classes

Thursday, October 22 from 1:30 – 3:30 p.m.

Learn practical ways to be present in your online classes and interact regularly and successfully with your students. This new offering will focus on the challenges of online learning, strategies to support our most underrepresented students, ways to make it easier for students to succeed during these challenging times.

2 PD Hours

15 seats: [Register for Instructor's Presence Today!](#)

Contact Archana Alwar for questions.

Cultural Responsiveness Series

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

These offerings are “open to all people wanting to learn and help, regardless of where they are at in their understanding of equity issues. My hope is that each person can be moved, if only just a little.” - Ron Holland

Why Black Lives Matter 101: Getting to Know our Black Students through a Holistic Lens

Poly-synchronous: Monday, October 5, 12:30 – 3:30 p.m.

This workshop draws on the work of contemporary Black writers such as Ta-Nehisi Coates and Austin Channing Brown in an effort to get a glimpse into the world of Black students and better understand the various approaches of support.



It begins with the origins of Black academic excellence by a survey of the educational experiences of Black people before the Trans-Atlantic Slave Trade and the Jim Crow era; it then touches on the civil rights movement of the 1960s. After a historic survey, we will reflect on the definition of anti-Blackness, brainstorm ways to confront it in the classroom, and discover/revisit a few pedagogical practices that may better speak to the academic needs of Black students.

The last component of the workshop will be a special project designed to engage the critical thinker in you. It will have you investigate a notable educator and ally (non-Black supporter), present on what made them so effective, and reflect on how their success can inform your practice. This information will be highlighted on a “Profiles in Courage” PDF document and may be seen as a snapshot to address how we can move forward by, in the words of the late great Hon. John Lewis, “making good trouble”.

6 PD Hours

\$100 stipend for faculty who complete the special project

15 seats (We plan to run this fall, winter, and spring)

Full – [Please sign up on our waitlist.](#)

Questions about this session should be directed to Ron Holland, English.

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

Poly-synchronous: Thursday, November 5, 1 – 4 p.m.

In this interactive workshop, participants will learn about Asian American experiences and struggles through an ethnic studies lens. Topics will include anti-Asian racism and COVID-19, Asian American mental health, the model minority myth, racial triangulation, and cross-racial solidarity. Because Asian Americans historically have been pitted against other communities of color (especially Black communities), developing an understanding of the racialized experience of Asian Americans will not only help us (faculty, staff and administrators) to better understand and serve our Asian American student

populations but will also help us to develop a better understanding of the relationships among different racial groups.

6 PD Hours

\$100 stipend for faculty who complete the final reflection

12 seats: Full – [Please sign up on our waitlist.](#)

Questions about this session should be directed to Nan Ma, English and Cultural and Ethnic Studies.

*Stipends

Most Faculty Commons workshops advancing teaching, learning and assessment frameworks and methodologies offer participants the opportunity to earn a stipend. The workshops with a stipend available may include such activities as scholarly reading, reflective writing, curriculum revision, lesson planning, classroom observations, or presentations. Stipends are tied to deliverables and hours. To receive the stipend, participants must be a current BC faculty member and successfully complete the course and its activities, as well as provide feedback in the form of a course evaluation. Instructors may take a workshop more than once but will receive a stipend only once per workshop.

Book Clubs

This year, the Faculty Commons is continuing our book club series with a focus on equity, antiracism, and social justice.

2020-2021 Book Clubs with a Focus on Equity		
Fall	Winter	Spring
How to be an Antiracist, Ibram X Kendi	Teaching to Transgress, bell hooks	TBD!
Facilitators: Caroline Leffall & Marie Brissette	Facilitator: Christina Sciabarra	Facilitators:

How to be an Antiracist, Ibram X. Kendi

Tuesdays, September 29 – November 17, 2:30 – 4 p.m. (no meeting on October 20)

“As a society, we need to start treating antiracism as action, not emotion—and Kendi is helping us do that.”—**Ijeoma Oluo**

Join facilitators Caroline Leffall and Marie Brissette to read and discuss how Kendi defines racism, and explore the difference between being “not racist” and antiracist. Become aware of subtle racist ideas and learn how we can be more supportive of antiracist policies. This book club will focus on discussing the concepts above as well as provide time to reflect, share our own thoughts, and learn from others. Participants will have a chance to develop responses to racism inside and outside of the classroom.

15 PD Hours

\$250 stipend* for attending a minimum of 5 of the 7 sessions and completing a short project

12 Seats [Register for How to be an Antiracist.](#)

Note: This book is available from the BC Library as an e-book, and hard copy books will also be available through the Faculty Commons to check out.

For more information, contact Carol Leffall, iBIT or Marie Brissette, BaTS.

Climate Justice Programming

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

Civic Engagement for Climate Justice Faculty Learning Community

Meeting times and dates will be determined based on participant's schedules

The Civic Engagement for Climate Justice Faculty Learning Community (FLC) is fully online due to COVID-19. It involves three synchronous two-hour workshop-style sessions during Fall quarter during which participants hone their knowledge of climate justice issues and learn about ways to involve their students in civic engagement around this issue. With significant support, participants emerge from the FLC with one lesson created and ready-to-go for an existing course that addresses a climate justice issue and involves students in civic engagement. Civic engagement does not necessitate a full service learning experience if your class does not allow for this and, instead, can involve activities such as: reading about societal issues or talking with others about them; displaying buttons, stickers, or signs; organizing or protesting; participating in city council meetings; writing a letter to the editor; and many other possibilities. Participants are not required to have pre-existing specialization or knowledge of climate justice or civic engagement. Session one begins with an introduction to climate justice, followed by a group brainstorming activity. Session two begins with participants “experiencing” an example climate justice lesson, followed by more brainstorming with an interdisciplinary group of faculty to help participants develop ideas to apply in their own courses. The last session is informal presentation of lessons, during which participants gain insight into how other disciplines integrate climate justice and also receive feedback on their own lesson. Lessons are implemented between Fall quarter and early-June 2021. The facilitator has over 10 years of experience with infusing sustainability lessons into traditional courses, so all participants will be well-supported.

20 PD Hours

20 seats

\$500 stipend (Thanks to Kristen Jones for supporting the Climate Justice in the Curriculum effort at Bellevue College)

[Register to participate!](#)

If you have questions, please contact Sonya Doucette.

What is Critical Environmental Justice?

11:30 am– 12:30 pm on the following Fridays: 9/25, 10/9, 10/23, 11/6, 11/20, 12/4

Meeting location: Zoom

Have you ever wondered how the Black Lives Matter movement relates to environmental issues? Or, what prisons and jails have to do with environmental justice? Are you interested in learning more about environmental justice scholarship and activism? If the answer to any of these questions is “yes,” this book discussion group is for you! Climate justice falls under the larger umbrella of environmental justice. In his 2018 book, *What is Critical Environmental Justice?* David Naguib Pellow reveals how ecological violence is first and foremost a form of social violence, and how the harm to ecosystems mirrors the experiences of marginalized groups across the planet. Join us as facilitators David Spataro (Political Science) and Sonya Doucette (Environmental Chemistry) guide our journey.

10 PD Hours

Book provided to participants at no cost (Thanks to Kristen Jones for supporting the Climate Justice in the Curriculum initiative at Bellevue College.)

15 seats maximum. [Register](#) for this book discussion today!

The Career Development Suite

Another grouping of offerings is for those of you who are wishing to move forward in your career, whether you are applying for a new position or new promotional level. Over the year, you can participate in one or all the following workshops. No stipends are available for these workshops. See the individual workshop description for the schedule. The workshops that fall into this category are:

Fall	Winter	Spring
Writing and Updating Your CV	Writing and Updating Your CV	
Writing Your Teaching Philosophy Statement	Writing Your Teaching Philosophy Statement	
Writing Your Diversity Statement	Writing Your Diversity Statement	
Preparing for the Interview	Preparing for the Interview	
Applying for Sabbatical Leave	Submit your sabbatical application (Jan or Feb - TBD)	
	Preparing Your Full-Time Promotion Application	Submit Your FTP Application By April 15!

Updating Your Faculty CV

Monday, November 2, 2:30 – 3:30 p.m.

Is it time to update your CV? Are you confident you know the difference between a resume or CV? How do other college instructors structure their CV? Join Career Connections staff and your colleagues in this 1-session workshop designed to support your newest CV updates, whether you're applying for a new position or for promotion. Use our Career Connections Center for follow up advising on your CV!

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

Lindi Mujugira, Career Connections, can answer your questions about this offering!

Preparing for the Interview

Tuesday and Thursday, December 1 & 3, 2:30 – 3:30 p.m.

You've made the first cut, and maybe even the second! Now you are called in for the interview. An interview for a full-time faculty position may include a variety of components: a campus tour, a meet and greet, a timed question/answer session, a writing prompt, or a teaching demonstration. Learn more about interviews and practice with colleagues so you are prepared to impress!

Don't miss this opportunity! [Register now.](#)

Got questions? Contact Archana Alwar, Adjunct Mentoring Lead, or Lindi Mujugira, Career Connections.

Writing Your Teaching Philosophy Statement

Friday, November 13, 1:30 – 2:30 p.m.

Do you have a teaching philosophy? Do your students know what it is? Could you articulate it in writing? What about in an in-person interview? A statement of teaching philosophy is often a requirement for tenure-track teaching jobs (and increasingly for adjunct teaching jobs as well) and being able to articulate your teaching philosophy can also be helpful for promotional purposes. **Meet together virtually on Nov. 13 and then schedule a follow-up meeting with Tim to update your teaching philosophy statement.** Sample statements of teaching philosophy will be shared with participants.

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

For more information, contact Tim Jones, Social Science, Tenure Mentoring Lead

Writing Your Diversity Statement

Fridays, October 16 & 30, 1:30 – 3 p.m.

Do you have a Diversity Statement? Could you articulate it in writing? What about in an interview? A Diversity Statement is now a requirement for any employment in higher ed and articulating your commitment to diversity and equity is also important for promotional purposes. This workshop will focus on helping participants articulate their own diversity statement—both in person and in writing. Sample Diversity Statements will be shared with participants.

10 spaces: [Register](#) by October 12 to hold your spot and receive pre-workshop homework.

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

Applying for Sabbatical Leave

Monday, November 9, 3 - 4 p.m.

Tuesday, November 10, 9:30 - 10:30 a.m.

Remote link: available soon

Thinking about a sabbatical? We encourage you to come to one of these sessions to meet with members of the Sabbatical Review Committee. They will review the most up-to-date application process, requirements, and timeline, as well as provide examples of applications from faculty who have recently been awarded sabbatical. Applications will be due late January or early February for the 2021-2022 academic year.

No registration necessary!

For more information, contact Gina Fiorini or David Lopez-Kopp, SRC Co-Chairs.

Mentoring and Advocacy Suite

Participate in the Online Adjunct Mentoring Program as a Mentee!

Fall 2020/Winter 2021 Cohort

Faculty Commons is still accepting applications for adjunct faculty who are interested in having a mentor for Fall 2020. Due to COVID, we are moving our Adjunct Mentoring Program online but the focus of collegiality, guidance, and support remains the same. **All Adjunct Faculty who are currently teaching at BC are eligible** to participate in the mentoring program as mentees. We will accept applicants for Fall Quarter until **Thursday, September 17**. So [register](#) now!! 5 spaces open for fall! Archana Alwar will contact you during opening week to discuss the next steps.

Would you like to earn **6 or 12 hours of professional development** by participating in our Adjunct Mentoring Program?

In fall 2020, the mentor-mentee collaboration will be one quarter only. You will be meeting for a minimum of 6 hours during fall quarter. Then, in winter 2021, the entire cohort will have the opportunity to continue working together through regular *Virtual Teaching Talks*.

Our program promotes connection, communication, trust, and community. To support the growth of our faculty, we incorporate the practice of reflective conversations on each instructor's current position, goals, and teaching approaches.



Our two-quarter mentoring model includes:

Fall: One-on-One Mentoring - 6 Hours

In the first quarter, mentoring pairs are matched based on a survey of needs. Mentees explore their roles, responsibilities, and individual goals within the scope of the Bellevue College culture of Teaching and Learning Excellence with the guidance of an advocate in their mentor without the pressure of formal evaluation. Mentees regularly meet their mentors virtually. These meetings create opportunities to explore future possibilities and incorporate new understandings.

Winter: Virtual Teaching Talks - 6 Hours

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

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

Please use this [link](#) to submit your application.

ADVOCACY for faculty comes in many forms through the Faculty Commons

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

Advocacy Offerings 2020-2021		
Fall	Winter	Spring
Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities
How to Read Your Paycheck	How to Read Your Paycheck	How to Read Your Paycheck
Unemployment Benefits	Benefits 200	Unemployment Benefits
Adjunct Advocacy Fair		Adjunct Advocacy Fair

Special Event – the Adjunct Advocacy Fair!!

Friday, October 9, 10 a.m. - 1 p.m.

Join Zoom Meeting: <https://bellevuecollege.zoom.us/j/94586659566>

Meeting ID: 945 8665 9566, One tap mobile: +12532158782, 94586659566# US (Tacoma)

Adjuncts are invited to attend an Adjunct Advocacy Fair organized by the Positive Policies for Adjuncts Committee to provide information useful to adjuncts. Please drop in virtually at any point for important information from Human Resources, Governance, BCAHE (Faculty Union) and Faculty Commons representatives. There will be particular times for sessions about benefits, professional development, governance and union support. Stay tuned for more details coming to your inbox early fall quarter.

Adjunct Rights and Responsibilities: Knowing the Faculty Contract

Tuesday, October 14, 11 a.m. - 12 p.m.

Join here: <https://bellevuecollege.zoom.us/j/91823672644> Meeting ID: 918 2367 2644, One tap mobile, +12532158782,,91823672644# US (Tacoma)

Learn about your rights and your responsibilities as an adjunct instructor at Bellevue College. We will cover course assignment, office hours, promotion, annual/multi-annual contracts, class caps, course evaluations, performance reviews, and participation in college governance, professional development, leave, unemployment insurance, childcare benefits, and more.

For more information, contact Tobi Rosenberg, A&H, BCAHEVP@gmail.com

How to Read Your Paycheck

Friday, October 23, 10:30 - 11:30 a.m.

Join Teams meeting by clicking on this link: [Join Microsoft Teams Meeting](#)

Curious what all those deductions in your paycheck are for? Wondering who OASI is and why they take a chunk of your paycheck? There have been many questions about how to read paychecks. Particularly, for faculty, it gets really confusing as they may be compensated for attending PD or working on projects and other special assignments. Sue Nightingale will lead you through reading your own paycheck!

For more information, contact Sue Nightingale, Science

Unemployment Benefits for Adjunct Faculty

Friday, December 4, 11 a.m.– 12 p.m.

Join here: <https://bellevuecollege.zoom.us/j/91823672644> Meeting ID: 918 2367 2644, One tap mobile, +12532158782, 91823672644# US (Tacoma)

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

For more information, contact Tobi Rosenberg, A&H, BCAHEVP@gmail.com

Introduction to Grants

Wednesday, October 28, 1:30 p.m. – 2:30 p.m.

Join Here: [Join Microsoft Teams Meeting](#)

As Bellevue College negotiates difficult budget times, finding funding for new initiatives can be tough. However, BC was awarded over \$11.7 million last year in grant funding for programs and services across the college like the Worker Retraining program, the Center for Career Connections, and High School Programs. But where did that funding come from, and how can programs pursue new projects using grant money? The Grants Office is offering an Introduction to Grants workshop to help interested faculty and staff learn about grant opportunities, services the Grants Office offers, and how to develop ideas into solid cases for funding.

To RSVP and for more information contact Brandon Lueken, Grants Coordinator.

Community & Wellness

Faculty and Staff are Welcome to Join!

Indoor Gardening - Canceled

Tuesday mornings 9/29, 10/13, 10/27, & 11/10, 9 – 10:30 a.m.

Do you find our PNW winters long and dreary like me? End winter blues naturally with an indoor garden. Join me this fall quarter as we explore varied ways you can bring the outdoors inside and increase your mental and physical health. This seminar will cover affordable planting systems and the best plants for your indoor food crops. I will also introduce you to methods for green-scaping a part of your home with decorative and air-cleaning living walls and windows. As we explore the varied systems, we will also learn how plants increase our mental and physical well-being.

Sign up here to start your indoor gardening today! Cost of materials may be \$20 depending on your gardening decisions.

20 spots available; [register here](#). Faculty and staff welcome to join!

For more information, contact Karrin Peterson, A&H

Staying Comfortable while Teaching & Working Online

Tuesdays, September 29, October 13 & 27, November 10 & 24, and December 8, 12 – 1 p.m.

To have a long career teaching online, learning how to stay comfortable while you do it is essential! This class uses the Feldenkrais Method to teach the body awareness, curiosity, and skills needed to build movement habits that keep you out of pain. You'll learn how to sit using your whole body to support your head, arms, and eyes, and learn strategies for releasing tension and pain that you can do on your own.

Sign up for the series and attend every other week or drop in to solve a specific problem area like a sore back, sore neck, or sore wrists. Just like with learning any new set of skills, one session is a taste that

introduces options, and attending weekly builds your skills so you use them more easily in whatever you're doing. So attend once to get out of pain and feel limber and relaxed or attend regularly to feel confident that you can prevent injury and get yourself out of discomfort and pain when they arise. These skills are useful for sitting at the computer and for walking, cooking, driving, hiking, and other activities.

This class gives you a tangible experience of changing your mindset about yourself from the problem centered "I have a bad back" to learning how to take control of your comfort. Come experience the delight of discovering that staying comfortable is a learnable skill!

25 seats maximum. [Register Today](#) to receive the Zoom link and pre-meeting information.

For more information, contact Irene Pasternack, Continuing Education/TELOS

BC Faculty & Staff Singers

Fridays, 2:30 - 3:30 p.m. (October 2, October 16, October 30, November 13, December 4)

Virtual Meetings on Zoom

In the midst of the stress and challenges experienced through this pandemic, here is an opportunity for you to breathe deeply and find some healing and peace through singing! The BC Faculty and Staff Singers will meet every other Friday and make music together from the safety of your own home! Aimee Hong, Faculty of Music at BC, who specializes in voice, concert choir and group piano will lead us in these vocal sessions. Come join our vibrant musical community. No experience necessary!

[Sign up](#) and drop by when you can!

For more information, contact Aimee Hong, A&H or Allison Kang, Science.

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

Monthly Wednesday meetings: October 7, November 18, December 2, 2 - 3 p.m.

Facilitated by English faculty, Nan Ma, this literature reading group **for faculty and staff in any and all areas** meets once a month for an hour to discuss short stories, poetry and essays that are chosen by group members. Some writers discussed in the past include Terrance Hayes, Ocean Vuong, Layli Long Solider, Beidao, and Camille Dungy. Literature offers nuanced ways for understanding human complexities and differences. Through literary discussions, we gain insights into ourselves, our students, and the world at large.

[Register](#) to receive the readings from Nan!

For more information, contact Nan Ma, A&H.

****If you are unable to attend a portion of one of our workshops for faith-based observations, we will make the key components of a workshop available to you. If you have questions, please feel free to contact the facilitator to make arrangements.**

BC College Administrators and Initiative Leads Drop-in Hours – Fall 2020

Take advantage of a direct connection with BC Administrators and Leads! Join us for a conversation with campus-wide leaders during their office hours. They are interested in discussing what they are working on and hearing what's happening in your area of the college.

*Virtual Meeting invitations will be sent via email and posted in the [Faculty Commons SharePoint calendar](#).

Title - Name	Drop-in Hours
Interim President, Governor Gary Locke	Wednesday, September 30, 1-2 p.m. Monday, October 26, 2:30-3:30 p.m. Tuesday, November 17, 4-5 p.m.
Provost, Dr. Kristen Jones	Thursday, October 1, 11 a.m. -12 p.m. Monday, October 26, 1-2 p.m. Monday, November 23, 1-2 p.m.
Dean of RISE Learning Institute and Center of Career Connections, Dr. Gita Bangera	Friday, October 2, 10:30-11:30 a.m. Monday, November 9, 1:30-2:30 p.m.
VP of Administrative Services, Dennis D. Curran	Tuesday, October 6, 2-3 p.m.
Associate VP of Student Affairs, Dr. Brenda Ivelisse	Thursday, October 1, 3-4 p.m.
Associate VP of Academic Affairs, Dr. Rob Viens	Thursday, October 8, 1-2pm Tuesday, November 10, 2-3 pm
Interim VP of Diversity, Equity & Inclusion, Dr. Gilbert Villalpando	TBD
VP of Human Resources, Suzette Yaezenko	Wednesday, October 28, 11 a.m. –12 noon

Faculty Commons Leads and DRC Drop-in Mentoring and Support
Here is a team ready to support you and your teaching throughout Fall Quarter!

<p>Faculty Development Lead, Jen Anderson Meet with Jen for support in assessment & lesson design, student engagement strategies, growth areas as illustrated on student evaluations or performance reviews.</p>	<p>Please reach out to schedule an appointment: most mornings, and Tues. & Wed. afternoons jen.anderson@bellevuecollege.edu</p>
<p>Adjunct Mentoring Lead, Archana Alwar Meet with Archana for support and mentoring in adjunct-related topics, including career development, and instructional design.</p>	<p>Please reach out to schedule an appointment: Mon. & Wed. afternoons aalwar@bellevuecollege.edu</p>
<p>Tenure-Track Mentoring Lead, Tim Jones Meet with Tim for support in your tenure, whether you're in year 1, 2, 3 or 4.</p>	<p>Please reach out to schedule an appointment: most mornings, and Wed. & Fri. afternoons tim.jones@bellevuecollege.edu</p>
<p>Climate Justice Lead, Sonya Doucette Meet with Sonya to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.</p>	<p>By appointment. sonya.doucette@bellevuecollege.edu</p>
<p>Faculty Commons Director, Tonya Estes Discuss ideas for the Commons, the latest in teaching and learning, and mentoring/advocacy.</p>	<p>By appointment, just send me an email – I will respond quickly. tonya.estes@bellevuecollege.edu</p>
<p>Disability Resource Center Director, Marisa Hackett Get your questions about working with disabled students or a letter of accommodations answered.</p>	<p>Tuesdays, 1 – 2 p.m. Join Microsoft Teams Meeting +1 206-899-2345</p>
<p>The Neurodiversity Navigators Program Director, Sara Gardner</p>	<p>Please send Sara an email any time to ask questions or make an appointment. sara.gardner@bellevuecollege.edu</p>

CALL FOR PROPOSALS

The Faculty Commons supports programming that will inspire colleagues to come together to learn, share, and develop a supportive community. Proposed programming can include workshops of any length, speakers' series, promising practices sharing, book discussions, cross campus collaborations, or another form of professional advancement we haven't even conceived of! Simply make sure your idea fulfills the Mission of the Faculty Commons. Once submitted, the Faculty Commons leadership will review your proposal and work with you to fine-tune it.

It's not too early to submit a proposal for winter or spring 2021. To be considered for winter, please submit your proposal by **October 22 at the very latest**. [Link to submit proposals](#)

Thank You to the Faculty Commons Contributors

Archana Alwar, A&H, Adjunct Mentoring Lead
Jen Anderson, A&H, Faculty Development Lead
Aris Andrade, Program Manager
Marie Brissette, A&H
Stephanie Brommer, Social Science, Curator
Sonya Doucette, Science
Juan Esparza, CEO
Tonya Estes, A&H, Director
Myriam Feldman, Science
Gina Fiorini, Science
Sara Gardner, NdN Program
Ahmad Ghashmari, A&H
Marisa Hackett, DRC
Ron Holland, A&H
Aimee Hong, A&H
Tim Jones, Social Science, Tenure Mentoring Lead
Allison Kang, Science
Carol Leffall, iBIT
David Lopez-Kopp, A&H
Brandon Lueken, Grants
Nan Ma, A&H
Ann Minks, HSEWI
Lindi Mujugira, Career Connections
Sue Nightingale, Science
Irene Pasternack, Continuing Ed
Karrin Peterson, A&H
The Positive Policies for Adjuncts Committee
Tobi Rosenberg, A&H
Christina Sciabarra, Social Science
David Spataro, Social Science
Betsy Zahrt Geib, Social Science

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



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