



## Winter 2021 Faculty Commons Program

### 2021 - the Year of Good Trouble!



Here we are again – greeting each other in our virtual reality. Easy is not a word I would associate with the past year. We've endured months of significant political turmoil and heart-breaking, angering repercussions of the structural racism that continues to devastate our country. As college educators, we have had to learn new modes of instruction, dramatically change our approach to assignments and assessments, and connect with our students in unfamiliar ways. We've done this while we are struggling personally and our students perhaps even more so. Empathy is one of the keys for finding our ways through this time – to be supportive colleagues and effective instructors. Let's explore structured, flexible, relevant, and compassionate teaching together in 2021.

At the Faculty Commons, we consider the whole you as we plan our programming. Because we will continue as a remote campus through spring at least, our workshops on teaching, learning, and assessment focus on online environments. **High 5** and **Preparing for an Inclusive Class** have been revised for remote instruction, for example. Because we know ensuring equity and dismantling systemic discrimination in higher ed must be addressed from a multitude of angles, we have organized offerings to learn from culturally diverse faculty and staff in our **Cultural Responsiveness Series**. Because we all have different approaches to personal wellness, the Commons creates opportunities to connect with colleagues and learn ways to work smarter behind a computer much of the day. Aimee Hong continues to delight faculty and staff who come to sing their hearts out with the **BC Singers!** And finally, because we have rights and responsibilities as faculty employees, our **Tenure Mentoring Program, Adjunct Mentoring Program, Advocacy** and **Career Development** offerings are coordinated with groups around campus to support you and your professional development.

We've designed our workshops to lead and inform the campus mission to eliminate the opportunity gaps created by inequitable and oppressive societal structures. We strive to stay current on culturally responsive approaches, brain research, alternative assessments, and student supports offered across the campus. Jen Anderson and Timothy Chang are updating our teaching academy – **The Developing Instructor Academy** – which integrates these current evidence-based practices into the curriculum. Sara Gardner and Marisa Hackett return to deep dive into how to create online learning environments that support our disabled and neurodivergent students in **Accommodations Unwrapped**. Carol Leffall and Zoe Aleshire continue with our reflective and practical workshop on **Microaggressions in Our Classrooms**. Our book club focuses on **Teaching to Transgress, by bell hooks**. Engaging students in relevant topics is an equity approach, so consider how to integrate **Climate Justice** topics into your class. Find something to inspire you to be a part of the *good trouble* it will require to make the changes our world needs.

Take extraordinary care as we embark on a new year together!

Tonya - for Aris, Archana, Jen, Tim, Stephanie, and Sonya



## Table of Contents

<b>2021 - the Year of Good Trouble!</b> .....	<b>1</b>
<b>The Developing Instructor Academy</b> .....	<b>3</b>
Transparent and Relevant Assessment.....	3
<b>Suite of High-Impact, Equity-Creating Teaching &amp; Learning Frameworks and Practices</b> .....	<b>5</b>
Assignment Redesign with <i>TILT</i> : An Online Workshop .....	5
Preparing for an Inclusive Online/Remote Class.....	6
Accommodations Unwrapped in the Virtual Class.....	6
Effective Uses of Social Media (NEW!) - Drop in.....	7
Creating Animated Videos .....	7
<b>2-Hour Thursdays!</b> .....	<b>8</b>
Instructor's Presence: Strategies to increase instructor presence in online classes .....	8
CATs in Virtual Learning Environments (NEW!) .....	8
Boost Student Learning and Engagement through Innovative Online Assessment (NEW!).....	8
<b>Cultural Responsiveness Series</b> .....	<b>9</b>
Words, Sounds, and Silence: Affirming the Black Experience at Bellevue College (NEW!).....	9
Antisemitism 101: From the Ancient World to the Internet. (NEW!).....	10
Why Black Lives Matter 101: Getting to Know our Black Students through a Holistic Lens .....	10
Asian American Studies 101 .....	11
Microaggressions in our Classrooms .....	11
<b>Book Clubs</b> .....	<b>12</b>
Teaching to Transgress, by bell hooks (NEW!) .....	12
<b>Climate Justice Programming</b> .....	<b>13</b>
Introduction to Climate Justice Topics Workshops (NEW!) .....	13
All We Can Save: Truth, Courage, and Solutions for the Climate Crisis Book Club (NEW!).....	14
<b>The Career Development Suite</b> .....	<b>15</b>
Writing and Updating Your Faculty CV .....	15
Writing Your Teaching Philosophy Statement.....	15
Writing Your Diversity Statement.....	16
Preparing for the Interview.....	16
Full-Time Sabbatical Application.....	16
Preparing Your Full-Time Promotion Application.....	16
<b>Adjunct Mentoring Program</b> .....	<b>17</b>
<b>Advocacy</b> .....	<b>17</b>
Adjunct Rights and Responsibilities: Knowing the Faculty Contract .....	18
How to Read Your Paycheck .....	18
Benefits 200.....	18
Introduction to Grants .....	19
<b>Community &amp; Wellness</b> .....	<b>19</b>
Staying Comfortable while Teaching & Working Online .....	19
BC Faculty & Staff Singers.....	19
Language and Community: A Literary Discussion Group for Faculty and Staff! .....	20
<b>BC College Administrators and Initiative Leads Drop-in Hours</b> .....	<b>21</b>
<b>Thank You to the Faculty Commons Contributors!</b> .....	<b>22</b>
<b>Stipends, Accommodations, and Proposal Information</b> .....	<b>23</b>

## 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 equitable college teaching, learning, and assessment and divided those into 3 strands: **Nuts and Bolts of College Instruction**, **Student Engagement**, and **Transparent and Relevant Assessment**. Sign up for one strand this quarter; plan to complete all 3 over time. You will come away with a theoretical understanding of the topics and practical applications of these integral elements of equitable and effective teaching for your courses. You might discover an area you would like to dive deeper into in future quarter workshops; Jen and Timothy will help you make those plans. Jen Anderson, the Faculty Development Lead, is happy to answer any questions about this academy. Her email is: [jen.anderson@bellevuecollege.edu](mailto: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

### Transparent and Relevant Assessment

**Poly-synchronous: Workshop series begins the week of January 18. \*Required remote meetings on Wednesdays, January 27, February 17, February 24, and March 3 from 9-10:30 a.m.**

As instructors, we all realize the importance of assessment when it comes to student learning and success. Do we take the time, though, to make sure we are assessing what students need to know in a way that is relevant and transparent to our students? The Transparent and Relevant Assessment Strand of faculty development focuses on a variety of creative and relevant strategies to assess student learning. Sessions include how to provide meaningful feedback, write assignments and rubrics that are transparent for our students, use a variety of classroom assessment techniques, and structure peer review in the classroom, among others. Join us for an interactive series of workshops where we learn about transparent and relevant assessment.

Week One   <b>Assessment Overview, Backwards Design, and Bloom's Taxonomy</b> Jan. 18-22 Online	Reflect on our thoughts on the “what” and “why” of assessment. We will spend time learning about Backwards Design and how to use Bloom’s Taxonomy to ensure we are assessing what we want to assess in our classes.
Week Two   <b>Classroom Assessment Techniques</b> Jan. 25-29 *1/27 Remote Session	Explore a variety of Classroom Assessment Techniques (CATs) that can be used to illustrate student learning and needs in the classroom. They are simple, non-graded, in-class activities designed to provide feedback to the instructor on what students know and on what to spend more time.
Week Three   <b>TILT</b> Feb. 1-5 Online	Learn about the Transparency Framework to reconstruct assignments to maximize clarity of the “why” “what” and “how” behind the assignment for students. TILT two assignments for your class.
Week Four   <b>Rubrics and Quality Student Feedback</b> Feb. 8-12 Online	Discuss how to design and use rubrics for all assignments. Learn how to provide quality feedback to students that can assist them in their future assignments right from the start of the quarter.

<b>Week Five   High Impact Practices and Innovative Assessment</b> Feb. 15-19 *2/17 Remote Session	Learn more about high-impact practices for student engagement and assessment. High-impact practices include project-based learning, service-learning, and undergraduate research.
<b>Week Six   Group and Team-Based Learning and Peer Review</b> Feb. 22-26 *2/24 Remote Session	The use of peer review can assist in both building community in the classroom and providing students with an eye for assessing the work of others. Examine how to use peer review effectively in the classroom. Examine best practices when it comes to team-based learning and assessment in the classroom.
<b>Week Seven   Final vs. Finale</b> March 1-5 *3/3 Remote Session	Explore options other than a “final” for the final course assessment. Topics covered include project-based learning assignments, ePortfolios, among others.
<b>Week Eight   Reflection as Assessment</b> March 8-12 Online	Build student reflection and your own instructor reflection into a regular assessment practice. Make plans for what’s next!

## 20 PD Hours

**\$500 stipend available for instructors who complete all online work and attend a minimum of 3 remote sessions.**

**15 seats; [Register early here.](#)**

Please indicate on the registration form at least one week prior to the start date if you require accommodations to fully participate remotely.

For more information, contact [Jen Anderson](#), Faculty Development Lead, or [Timothy Chang](#), ABE/HSC.

## Excellence in Online/Remote Instruction Suite

As we all teach online, these workshops are a must! 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. Browse the selection of offerings this year to plan your PD pathway for excellence in online teaching environments. [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	Accommodations Unwrapped in the Virtual Class	Online Teaching Squares
High 5 in the Online/Virtual Classroom	High 5 in the Online/Virtual Classroom	High 5 in the Online/Virtual Classroom
Microaggressions in our Classes	Microaggressions in our Classes	Microaggressions in our Classes
Preparing for an Inclusive Online/Remote Class	Preparing for an Inclusive Online/Remote 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	Transparent and 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

The Faculty Commons

## 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.

### Assignment Redesign with *TILT*: An Online Workshop

**Poly-synchronous:** This four-week workshop series runs from February 8 – March 5 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 = criteria for success!**

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

*Please contact [Jen Anderson](#), Faculty Development Lead, for more information.*

### **Preparing for an Inclusive Online/Remote Class**

**Poly-synchronous: January 22- February 26 on Canvas with two required synchronous meetings, Fridays, January 22 and February 26, 2:30 – 4 p.m.**

Promoting inclusivity and diversity in the classroom is the instructor's privilege and responsibility. Join Archana Alwar and Weina Sun 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: [Register](#) for Preparing for an Inclusive Class today!**

*For more information, contact [Archana Alwar](#), Adjunct Mentoring Lead, or [Weina Sun](#), ELI.*

### **Accommodations Unwrapped in the Virtual Class**

**6 Thursdays, 10:30 - 11:30 a.m., January 14 – February 25 (no meeting on February 11)**

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

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

**12 PD hours**

**\$200 stipend\***

**10 seats, [Register Here](#) for Accommodations Unwrapped**

For more information, contact [Sara Gardner](#), Neurodiversity Navigators Program, or [Marisa Hackett](#), Disability Resource Center.

## Effective Uses of Social Media (NEW!) - Drop in

**Wednesday, January 27 from 12:30-1:30 p.m.**

**Tuesday, February 23 from 11:30 a.m.-12:30 p.m.**

**Zoom in:** <https://bellevuecollege.zoom.us/j/6955681565>

Are curious about how you might use social media in your class to engage students? Join Christina for a quick workshop on the basics of using social media as a pedagogical practice. Last quarter, she facilitated "Let's Get Social" and would like to share some of the lesson learned! The workshop will cover basics of social media use, sample assignments, and privacy and accessibility considerations.

**No registration necessary.**

[Christina Sciabarra](#), Social Science, is available to answer questions.

## Creating Animated Videos

**Fully Online, January 11 – February 8 (with support for video completion through February 22)**

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

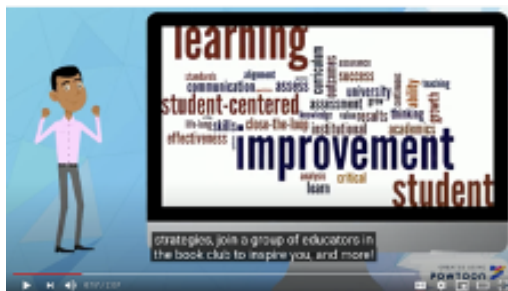
**10 PD Hours**

**\$100 stipend\* with completed video**

**10 seats maximum:** This workshop fills up quickly, [register](#) for Creating Animated Videos today!

Contact [Ahmad Ghashmari](#), A&H, for questions about this offering.

**Click to watch a sample Powtoon:**





## 2-Hour Thursdays!

In the month of February, the Faculty Commons will run a series of 2-hour synchronous sessions on four 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.

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

**Thursday, February 4 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 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](#), Adjunct Mentoring Lead, for questions.

### CATs in Virtual Learning Environments (NEW!)

**Thursday, February 18 from 1:30-3:30 p.m.**

Muddiest point...exit tickets...jigsaws... These are examples of classroom assessment techniques, or CATs - simple, non-graded, often anonymous in class or online activities to quickly assess student learning. Join us as we showcase different technology tools and classroom assessment techniques you can easily implement in your virtual classes to engage your students and quickly assess what they are learning, how much they are retaining, and how well they are learning it.

**2 PD Hours**

**15 seats:** [Register](#) for CATs in Virtual Learning, you'll be glad you did!

Contact [Jen Anderson](#), Faculty Development Lead, with your questions.

### Boost Student Learning and Engagement through Innovative Online Assessment (NEW!)

**Thursday, February 25 from 1:30-3:30 p.m.**

Are you feeling stuck when it comes to assessment in your virtual classes? Are you looking for innovative ways to make your assessments more equitable and relevant to students' lives, particularly in this uncertain time? In this 2-hour session, we will share creative assessment strategies and tools that can be adapted to any discipline, going beyond the assessments you give in your on-ground classes. Faculty Commons, eLearning, and RISE are combining forces to bring you this offering! This is open to all faculty. *Grab your coffee/tea and join us!*

**2 PD Hours**

**15 seats:** [Register](#) for Innovating Online Assessment.

Contact [Jen Anderson](#), Faculty Development Lead, or Michael Reese, RISE, if you have questions.



## Cultural Responsiveness Series

### Open to faculty and staff

A culturally responsive classroom starts with the instructor, who creates meaningful connections between what students learn in school and their cultures, languages, and life experience. As instructors, the more we engage in learning about the students we serve, the more we adapt our course content to be relevant and meaningful to all, and the more we know how to deconstruct the oppressive systems we've been raised in and our disciplines are steeped in, the better our classrooms will be for all students, especially those underrepresented.

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

### Words, Sounds, and Silence: Affirming the Black Experience at Bellevue College (NEW!)

MLK Week Celebration: Open to all staff and faculty

Wednesday, January 20th, 1:30-3:30 p.m.

[Registration](#) is required - deadline to register is Friday, January 15.

Zoom information will be provided with registration



Dr. Martin Luther King Jr. well knew that combatting anti-Blackness is an affair of the heart. Research and data don't make a difference if the heart of a person chooses to remain the same. Conversely, an individual's heart can change even in the absence of data.

“Words, Sounds, and Silence”, brought to you by Bellevue College's Faculty Commons, has two purposes. **Wellness**: to provide experiential education to staff and faculty that reflects how arts and humanities can be utilized to heal, build bridges, and support Black students, faculty, administrators, and staff. **Social Justice**: to provide a model for faculty to integrate experiential and expressive pedagogical practices that have been proven to increase Black student engagement, retention, and academic performance.

### About the Performers/Presenters

- ❁ **Sister Senayit Tomlinson** (<http://senayit.com/>) is a social justice activist, poet, and musician. Senayit's intuitive musicianship allows for a freedom of movement and expression indicative of jazz players. Senayit utilizes contemporary alternative rock and soul-based music which grounds itself in the influences of Radio Head, Florence and the Machine, Lana Del Ray, The Black Keys and formidable elders such as Led Zeppelin. Senayit was featured in the June 2014 issue of Cider Magazine, Vermont, and New Hampshire's entertainment authority.
- ❁ **Sister Tai Velasquez** (<https://www.experiencesbytai.com/>) is a meditation and yoga practitioner who leads various workshops designed to support Black, indigenous, people of color, and their allies. She has recently work with the University of Washington and owns and operates a private practice. She

offers a variety of experiences to help you slow down, including Vibrational Sound Therapy, mindfulness and meditation classes and presentations, sound baths, gentle movement classes and aromatherapy.

- ❄ **Brother [Ron Holland](#)** (Facebook: @wanderingtruthseeker) is an English professor, poet, and consultant that works with educators on addressing anti-Blackness. He has hosted and taken part in diversity workshops at Bellevue College, the University of Washington, the Faculty and Staff of Color Conference, Bellevue School District's Boom, the City of Shoreline, and more.

## **Antisemitism 101: From the Ancient World to the Internet. (NEW!)**

**Poly-synchronous: Tuesday, January 26, 1:30-4:30 p.m.**

Antisemitism is not a thing of the past. It exists in our community today and there is evidence that it is on the rise. This interactive workshop will offer participants an overview of the history of antisemitism and its manifestations in the contemporary world. Points of emphasis will include terminology (e.g. Anti-Semitism vs. antisemitism), the proliferation of online hate, and how Jewish experiences in the United States parallel those of other targeted groups.

Prior to the workshop, participants will review recent literature that addresses points of contention and new conceptualizations of antisemitism. Our hope is that you will come away from this workshop with a better understanding of antisemitism, new ways to recognize and talk about it, and methods to combat it on our campus and beyond.

**6 PD Hours**

**\$100 stipend for faculty who complete the special project**

**12 seats: [Register](#) for Antisemitism today!**

*Questions about this session should be directed to [Mike Pulido](#), history instructor in Social Science, or [Michael Korolenko](#), media, propaganda, and communication instructor in A&H.*



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

**Poly-synchronous: Monday, February 1, 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 touches on the Jim Crow era and 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**

**12 seats:** [Register](#) for BLM here

*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, March 4, 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: Save your seat for Asian American Studies! [Register](#) here.**

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

## **Microaggressions in our Classrooms**

**Poly-synchronous - 3 Synchronous Friday Sessions: January 29, February 5 & 12, 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 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" linked here: <https://www.youtube.com/watch?v=9cEWQJ32nqU>
- ✧ Dr. Yolanda Flores Niemann, Professor of Psychology at the University of North Texas, "Microaggressions in the Classroom" linked here: <https://youtu.be/ZahtlxW2CIQ>

If you'd like to discuss the information in these videos with colleagues, Carol Leffall and Zoe Aleshire humbly invite you to join them for three 2-hour discussions this winter. 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**

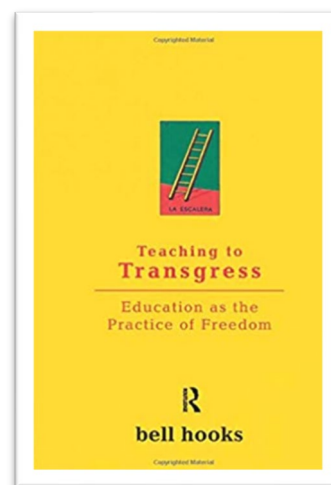
**\$150 stipend\***

**10 seats: [Register](#) for Microaggressions in our classrooms here. January 22 deadline to register.**

*For more information, contact Carol Leffall, iBIT or Zoe Aleshire, A&H.*

## 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!
<b>Facilitators:</b> Caroline Leffall & Marie Brissette	<b>Facilitators:</b> Christina Sciabarra & José Aparicio	

## Teaching to Transgress, by bell hooks (NEW!)

**Mondays, Jan. 25, Feb. 8, Feb. 22, March 8, 1:30 – 3 p.m.**

Are you wondering if your classroom practices unwittingly support, as hooks states, "White supremacist capitalist patriarchy?" Would you like to challenge essentialist notions that you have been taught are good but that are really just perpetuating capitalist white supremacy and instead engage teaching to transgress? Are you ready to confront your own teaching practices and consider new ways to make your classroom more inclusive? Come read and discuss bell hooks' foundational work *Teaching to Transgress: Education as the Practice of Freedom* with facilitators [Christina Sciabarra](#) and José Aparicio. See how hooks "celebrates teaching that enables transgressions- a movement against and beyond boundaries... which makes education the practice of freedom." Come read about engaged pedagogy and teaching with fun and love.

This book club will focus on understanding and applying hooks' work to our own teaching through reading, reflection, and discussion in a supportive community environment. Participants will be encouraged to submit a final project which reflects on what they have learned from hooks and how they can apply it in their own teaching practice.

### **12 PD Hours**

**\$200 stipend\* for attending a minimum of 3 of the 4 meeting sessions and completing a reflective yet action-oriented project**

**10 Seats:** [Register](#) for Teaching to Transgress.

**8 books are available to borrow at the Faculty Commons**

Contact [Christina Sciabarra](#), Social Science, or José Aparicio, English, for more information.

## **Climate Justice Programming**

For questions about the Climate Justice Program, please contact [Sonya Doucette](#), Climate Justice Lead.

### **Introduction to Climate Justice Topics Workshops (NEW!)**

#### **Topic-Specific Two-Hour Workshop Options**

**11:30 am– 1:30 pm on select Fridays (See website for more details about each workshop session!)**

**Meeting location:** Zoom

Completely new to climate justice and want to get your feet wet? Not new to the topic, but want to delve into a specific aspect of climate justice? If you answered yes to either of these questions, one or more two-hour climate justice workshops this Winter quarter may be for you! Climate justice is a multifaceted, dynamic, and evolving societal issue and each workshop features a different aspect of climate justice. During the first hour of each workshop, gather information from a presentation of a climate justice topic by a BC faculty expert. For the second hour, participate in a semi-structured group brainstorming activity aimed at generating ideas for how you can integrate climate justice into your courses. You will leave the workshop with an outline of a climate justice lesson for one of your courses and afterwards post a description of your lesson outline on a Canvas site to share with other participants in our workshop series.

- ❄ **Workshop 1 (Jan 15):** How serious is climate disruption and how is it impacting people around the world today?
- ❄ **Workshop 2 (Jan 29):** What is the Paris Climate Accord and why is it important for the U.S. to rejoin?
- ❄ **Workshop 3 (Feb 12):** What are the economic foundations for the Green New Deal, and what are the possibilities for achieving it?
- ❄ **Workshop 4 (Feb 26):** You have the right to remain informed. What is Green Criminology and why is it gaining in popularity?

❄ **Workshop 5 (Mar 5):** What are the intersections between climate justice and human health?

**4 PD Hours and \$150 stipend per workshop** (Thanks to Kristen Jones for supporting the Climate Justice in the Curriculum effort at Bellevue College)

**20 seats for each workshop:** [Check our website for registration](#) information!

*If you have questions, please contact [Sonya Doucette](#).*

### **All We Can Save: Truth, Courage, and Solutions for the Climate Crisis Book Club (NEW!)**

**11:30 am– 12:30 pm on the following Fridays: 1/8, 1/22, 2/5, 2/19, 3/5, 3/19**

**Meeting location:** Zoom

To change everything, we need everyone. Yet, when it comes to creating the societal change needed for climate justice, women and girls are too often missing from the proverbial “table.” More than a problem of bias, this is a dynamic that sets us up for failure. Curated by two climate leaders, this book is a collection of essays intermixed with poetry and art and has been described as: “a balm and a guide for knowing and holding what has been done to the world, while bolstering our resolve to never give up on each other or our collective future.” The book is a collection and celebration of visionary women who are leading us on a path toward All We Can Save. Join us as facilitators Christina Sciabarra (Political Science) and Sonya Doucette (Environmental Chemistry) guide us on our journey through this book.

**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	Meet one-on-one with Faculty Commons Leads & <a href="#">Center for Career Connections Staff</a>
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!

### Writing and Updating Your Faculty CV

**2 Mondays, January 11 & 25, 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 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.

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

Contact [Archana Alwar](#), Adjunct Mentoring Lead, or [Tonya Estes](#), Chair

### Writing Your Teaching Philosophy Statement

**Friday, January 22, 3 - 4 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 Jan. 22 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 Jan 19.**

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



## Writing Your Diversity Statement

**Fridays, January 15 & 29, 10 – 11:30 a.m.**

Do you have a current Diversity Statement? Can you articulate your commitment to diversity, equity, and inclusion 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 2-session workshop will focus on the types of information commonly looked for in faculty diversity statements. We will also provide opportunities to build your understanding of diversity and reflect on your positionality. Sample statements and rubrics will be shared with participants.

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

*For more information, contact [Deepti Karkhanis](#), Social Science.*

## Preparing for the Interview

**Tuesdays, February 9 & 16, 1:30 – 2:30 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 consider ways to practice so you are prepared to impress!

**Don't miss this opportunity! [Register](#) to prepare for your interview.**

*Got questions? Contact [Archana Alwar](#), Adjunct Mentoring Lead, or [Tonya Estes](#), Chair.*

## Full-Time Sabbatical Application

**Monday, January 11, 3 - 4 p.m. Remote link: [Click here to join the meeting](#)**

**Tuesday, January 12, 9:30 - 10:30 a.m. Remote link: [Click here to join the meeting](#)**

Thinking about a sabbatical for 2021-2022 or 2022-2023? 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 February 1 for the 2021-2022 academic year.

**No registration necessary!** *For more information, contact [Gina Fiorini](#) or [David Lopez-Kopp](#), SRC Co-Chairs.*

## Preparing Your Full-Time Promotion Application

**Tuesday, February 2, 12:30 or 3:30 p.m.**

**Zoom link: <https://bellevuecollege.zoom.us/j/5343713120>**

They are due April 15, 2021! It's not too early to start working on your promotion application for either Senior Associate Professor or Full Professor. Drop in to review the process and criteria for this promotion with members of the FTPRC. They will provide accurate information, answer questions, and get you started with handouts and ideas for creating a meaningful application package.

**No registration necessary!** *Contact [Laura Nudelman](#), FTPRC Chair, for more information.*

# Mentoring and Advocacy Suite

## Adjunct Mentoring Program

### Join the Online Winter 2021/Spring 2021 Mentoring Cohort!

**All Adjunct Faculty who are currently teaching at BC are eligible** to participate in the mentoring program as mentees for Winter 2021. Due to COVID, we are moving our Adjunct Mentoring Program online but the focus of collegiality, guidance, and support remains the same. 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.

We will accept applicants for Winter Quarter until **Thursday, January 7**. So [register](#) now!! [Archana Alwar](#) will contact you during the first week of the quarter to discuss the next steps.

### Our two-quarter mentoring model includes 6 or 12 PD Hours:

#### Winter: 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.

#### Spring: 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.

## Advocacy

Advocacy for faculty comes in many forms through the Faculty Commons. We continue to build our support for faculty by collaborating with BCAHE, HR, 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

### Adjunct Rights and Responsibilities: Knowing the Faculty Contract

**Dates:** Friday, January 15, 11 a.m. - 12 p.m. or Wednesday, January 27, 4 - 5 p.m.

**Join Zoom Meeting:** <https://bellevuecollege.zoom.us/j/82032428027>

**Meeting ID:** 820 3242 8027

**One tap mobile:** +12532158782,,82032428027# US

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](mailto:BCAHEVP@gmail.com)*

### How to Read Your Paycheck

**Date and Time Coming Soon. Please go to the [Current Events](#) page for updates.**

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, BCAHE President*

### Benefits 200

**Wednesday, February 3, 1 – 2 p.m.**

**[Join Teams Meeting](#)**

You may already know about your healthcare benefit options, but do you know about DCAP? FSA? LTD? Tuition waivers? Bookstore discounts? Deferred Compensation? The Summer Childcare Subsidy? Curious about the different types of leave, “averaging” and/or the upcoming paid family medical leave? There

are a variety of benefits offered to BC employees that you might be missing out on. Representatives from BCAHE and HR will cover these lesser-known benefits and how they might be right for you. For more information, contact Tobi Rosenberg, A&H, [BCAHEVP@gmail.com](mailto:BCAHEVP@gmail.com)

## Introduction to Grants

**Tuesday, January 19, 2:30 p.m. – 3:30 p.m.**

[Join 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!

## Staying Comfortable while Teaching & Working Online

**Tuesdays, January 5 – March 23, 12:15-12:45 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*<sup>sm</sup> 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 you can do on your own.

Sign up for the series and attend every week or drop in to solve a specific problem area like a sore back, sore neck, tired eyes, 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. These skills are also useful 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.

**25 seats maximum. [Register Today](#) to receive the Zoom link and drop-in when you can.**

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

## BC Faculty & Staff Singers

**Fridays, January 15, 29, February 12, 26, and March 12, 2:30 - 3:30 p.m.**

**Virtual Meetings on Zoom – Link provided after registration**

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: January 27, February 10, March 10, 1:30 – 2:30 p.m.**

Facilitated by English faculty, Nan Ma, this 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 chosen by group members. Some writers discussed in the past include Toni Morrison, Angela Davis, James Baldwin, Camille Dungy, Terrance Hayes, Ocean Vuong, Layli Long Soldier, Beidao, Louise Glück and Amy Hempel. Literature offers nuanced ways for understanding human complexities and differences and the ways in which social forces impact relationships. Through literary discussions, we gain insights into ourselves, our students, and the world at large. Join us for one or all three gatherings for rich discussions with our peers!

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

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



**These Days Will Come Again!**

## BC College Administrators and Initiative Leads Drop-in Hours

**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.

\*Meeting links to join these sessions will be sent via email and they are also posted in the [Faculty Commons SharePoint calendar](#).

Title - Name	Drop-in Hours
<b>Interim President, Governor Gary Locke</b>	Tuesday, January 19, 4-5 p.m. Monday, February 22, 4-5 p.m. Wednesday, March 17, 3-4 p.m.
<b>Provost, Dr. Kristen Jones</b>	Monday, January 11, 1-2 p.m. Monday, February 1, 1-2 p.m. Wednesday, March 10, 1-2 p.m.
<b>Dean of RISE Learning Institute and Center of Career Connections, Dr. Gita Bangera</b>	Tuesday, January 26, 2:30-3:30 p.m. Monday, March 8, 11:30-12:30 p.m.
<b>VP of Administrative Services, Dennis D. Curran</b>	Tuesday, February 16, 1:30-2:30 p.m.
<b>Associate VP of Student Affairs, Dr. Brenda Ivelisse</b>	Monday, January 25, 4-5 p.m. Monday, March 22, 4-5 p.m.
<b>Associate VP of Academic Affairs, Dr. Rob Viens</b>	Thursday, January 14, 2-3 p.m. Thursday, March 4, 1-2 p.m.
<b>VP of Diversity, Equity and Inclusion, Dr. Gilbert Villalpando</b>	Friday, January 15, 10-11 a.m. Friday, February 19, 10-11 a.m.



## Faculty Commons Leads and DRC Drop-in Mentoring and Support

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

<b>Faculty Development Lead, Jen Anderson</b> Meet with Jen for support in assessment & lesson design, student engagement strategies, growth areas as illustrated on student evaluations or performance reviews.	Please reach out to schedule an appointment: most mornings, and Tues. & Wed. afternoons <a href="mailto:jen.anderson@bellevuecollege.edu">jen.anderson@bellevuecollege.edu</a>
<b>Adjunct Mentoring Lead, Archana Alwar</b> Meet with Archana for support and mentoring in adjunct-related topics, including career development, and instructional design.	Please reach out to schedule an appointment: Mon. & Wed. afternoons <a href="mailto:aalwar@bellevuecollege.edu">aalwar@bellevuecollege.edu</a>
<b>Tenure-Track Mentoring Lead, Tim Jones</b> Meet with Tim for support in your tenure, whether you're in year 1, 2, 3 or 4.	Please reach out to schedule an appointment: most mornings, and Wed. & Fri. afternoons <a href="mailto:tim.jones@bellevuecollege.edu">tim.jones@bellevuecollege.edu</a>
<b>Climate Justice Lead, Sonya Doucette</b> Learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.	Mondays, 10:30 a.m. – 12:30 p.m. Tuesdays, 12 – 2 p.m. Fridays, 1:30 – 3 p.m. Zoom <a href="https://bellevuecollege.zoom.us/j/82557704421">https://bellevuecollege.zoom.us/j/82557704421</a>
<b>Faculty Commons Director, Tonya Estes</b> Discuss ideas for the Commons, the latest in teaching and learning, and mentoring/advocacy.	By appointment, just send me an email – I will respond quickly. <a href="mailto:tonya.estes@bellevuecollege.edu">tonya.estes@bellevuecollege.edu</a>
<b>Disability Resource Center Director, Marisa Hackett</b> Get answers about working with disabled students and about letter of accommodations	Tuesdays, 1 – 2 p.m. <a href="#">Join Microsoft Teams Meeting</a> <a href="tel:+12068992345">+1 206-899-2345</a>
<b>The Neurodiversity Navigators Program Director, Sara Gardner</b>	Please email or Teams Chat Sara any time to ask questions or make an appointment. <a href="mailto:sara.gardner@bellevuecollege.edu">sara.gardner@bellevuecollege.edu</a>

## Thank You to the Faculty Commons Contributors!

Zoe Aleshire, A&H  
 Archana Alwar, A&H, Adjunct Mentoring Lead  
 Jen Anderson, A&H, Faculty Development Lead  
 Aris Andrade, Program Manager  
 José Aparicio, A&H  
 Stephanie Brommer, Social Science, Curator  
 Timothy Chang, A&H  
 Sonya Doucette, Science  
 Tonya Estes, A&H, Director

Tim Jones, Tenure Mentoring Lead  
 Allison Kang, Science  
 Deepti Karkhanis, Social Science  
 Michael Korolenko, A&H  
 Carol Leffall, iBIT  
 David Lopez-Kopp, A&H  
 Brandon Lueken, Grants  
 Nan Ma, A&H  
 Sue Nightingale, Science



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Ahmad Ghashmari, A&H  
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Aimee Hong, A&H  
Ron Holland, A&H

Laura Nudelman, A&H  
Irene Pasternack, Continuing Ed  
Michael Pulido, Social Science  
Tobi Rosenberg, A&H  
Christina Sciabarra, Social Science  
Weina Sun, A&H

## Stipends, Accommodations, and Proposal Information

### \*Stipend Policy

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.

### Accommodations

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

If you are unable to attend a portion of one of the 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.

### Call for Proposals

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

It's not too early to submit a proposal for Spring 2021. To be considered, please submit your proposal by **February 4 at the very latest.** [Link to submit proposals](#)



*Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see policy 4150 at <https://www.bellevuecollege.edu/policies/>.*

*The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2178, Office R130.*