



# Spring 2021 Faculty Commons Program

We've come a long way over the past year! One notable trend is the commitment to professional learning through our Faculty Commons. We know that what happens in the classroom, where students spend a majority of their time at the college, has the greatest impact on their success. Relationships and our teaching practices matter! I'd like to share with you some impressive numbers from Spring 2019 through Winter 2021 that show how many of us engaged in intensive workshops on practices that when implemented create more equitable learning opportunities for all students, especially for our underrepresented students.

These in-depth workshops, led by our colleagues and based on the most current research in effective teaching and learning, include **learning about ourselves** (e.g., Microaggressions, Implicit Bias, How to Be an Antiracist), **our students** (e.g., the Cultural Responsiveness Series, Accommodations Unwrapped), and **high-impact teaching practices** (e.g., High 5, TILT, UDL Preparing for an Inclusive Class, Quality Online Pedagogy, 2-hour Thursdays and the Developing Instructor Academy).

It's important to note that over this time period, our collaborations with **Gilbert, Beabe, Rachel, and Anne** from the **Office of DEI** also increased. Office of DEI staff co-facilitated some offerings in the Commons and we co-funded stipends for some of the DEI-related workshops. We couldn't have supported as many faculty in our equity-creating cultural shift over the year without their partnership.

Quarter Year	Number of Participants in Equity-Creating Offerings
Spring 2019	48
Summer 2019	49
Fall 2019	52
Winter 2020	77
Spring 2020	96
Summer 2020	113
Fall 2020	168
Winter 2021	177

This spring, we are running many of our highly successful offerings and we are excited to be working with **Librarians** and **Academic Success Center colleagues** to offer practical sessions on their resources as well as utilizing **OERs (Open Educational Resources)**.

We know that we need to take breaks from teaching to maintain our health. Perhaps singing, gardening, reading and discussing literature, or a morning exercise is just what you need to feel good! We've got those, too. We continue to partner with the **Positive Policies for Adjuncts Committee** and **our Union** reps to provide advocacy-related offerings. Of course, our leads are here to support you with their office hours.

In the spirit of and with a commitment to a strong community,

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



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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 *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, inclusive, 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
Wednesdays, 9 – 10:30 a.m.	Nuts and Bolts	Transparent and Relevant Assessment	Student Engagement

### Student Engagement Strand

**Poly-synchronous: Workshop series begins the week of 4/19. \*Required remote meetings on five Wednesdays - 4/21, 4/28, 5/12, 5/26, and 6/2 from 9-10:30 a.m.**

No matter how long you've been teaching, this transformational offering is for you! Why? We know that an engaged student is much more likely to succeed in college. The Student Engagement Strand centers on active learning, and community building in the classroom. The strand begins with an interactive investigation of the most current research on how we learn and then uses that brain research as a foundation for workshops on cultural responsiveness, community building, tech tools for engagement, and enhancing one's presentation style. Collaborate with your colleagues while building your toolkit for engaging your students in their education.

#### 20 PD Hours

**\$500 stipend available for instructors who complete all online work and attend a minimum of 4 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.

**See the detailed curriculum below!**

<b>4/21 - Synchronous Session</b> How People Learn	Brush up on the basics of how people learn including brain research, UDL, metacognition, and equity.
<b>4/28 - Synchronous Session</b> Cultural Responsiveness I	Dive into what it means to be a culturally responsive instructor. We will spend time looking at what we bring to the classroom and how to ensure we are student-centered and equity-minded in all that we do.
<b>5/5 - Asynchronous</b> Cultural Responsiveness II	Continue investigating culturally responsive practices and how to provide an equitable classroom where all students' voices and experiences are represented.
<b>5/12 - Synchronous Session</b> Engagement and Intervention Strategies	Spend time learning about the different strategies and tools in Canvas we can use to monitor student engagement and intervene to promote student success.
<b>5/19 - Asynchronous</b> Implementation and Reflection Work	Time to dive deeper into one of the topics or tools shared thus far and try it out! Reflect on your choice, what you did, and how it went in an online assignment in Canvas.
<b>5/26 - Synchronous Session</b> Integrative Lecturing and Making the Most of Tech Tools	Try out a variety of tech tools and the practice of integrative lecturing to engage our students.
<b>6/2 - Synchronous Session</b> Facilitating Discussions + Enhancing Your Presentation Skills	Do you have that "magic" when it comes to engaging your students? Did you know it can be learned? We will spend time practicing our storytelling and presentation skills and sharing tips we use to engage our students.
<b>6/9 - Asynchronous</b> Implementation and Reflection Work	Our time together will culminate with a final engagement plan for your classes.



*A beautiful community of colleagues learning about  
Transparent and Relevant Assessment with each other!*

## 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-creating 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 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	
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	Open Educational Resources (OERs)
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 offerings highlighted in blue

Faculty Commons offerings highlighted in green

## 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 April 20-May 14 on Canvas with two required virtual sessions with the timing determined by participants.

**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. Transparency is an act of equity. 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 learning how to *TILT* our assignments in a way that can have a powerful impact on our students' sense of academic belonging and confidence. 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!

**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 *TILT*ed assignment = criteria for success!**

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

Please contact [Archana Alwar](#), Adjunct Mentoring Lead, for more information.



Over 40 faculty have already enjoyed this ride over the past year! If you haven't *TILT*ed one of your major assignments yet, spring is the time to get your ticket and hop on.



## High 5 in the Online/Virtual Classroom

**Poly-synchronous: April 16 – May 16 on Canvas**

**Two required synchronous meetings, Fridays, April 16 and May 21, 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

**\$250 stipend\* | 15 PD Hours**

**12 seats:** Participants need to be prepared to complete a reading, brief reflection, thoughtful discussion posts every week and a final video project.

Don't miss out! [Register for High 5](#) today!

Contact [Archana Alwar](#), Adjunct Mentoring Lead, with questions!



## Find and Implement Open Educational Resources (OER) For Your Courses (New!)

**Friday, May 7 & 14, 10:30 a.m. - 12 p.m.**

The materials we choose for our courses impact student success in multiple ways. The relevancy of the content to our students and the cost of those materials are two aspects that faculty can control, and using Open Educational Resources (OERs) is one strategy. Although OERs have been demonstrated to have measurable positive outcomes on student retention and success, many faculty feel overwhelmed and confused by the volume and variety of OER materials available online. By offering help in identifying and evaluating OERs from librarians, we hope to empower faculty to adopt more open pedagogical materials and practices. We will introduce you to open education resources through readings, synchronous and asynchronous discussion with peers, hands-on exploration of OERs, and application of evaluation criteria of OERs.

The workshop will take place over two 90-minute sessions. Participants will be encouraged to find resources on their own between sessions. There will be optional readings provided. Total participation time is estimated to be no more than four hours, including out-of-class work.

**4 PD Hours**

**15 seats:** [Register here](#) to discover effective OERs for your students!

For more information, contact Michelle Schewe or Chloe Horning, Library

## Myth Busting for Academic Success (New!)

How the Writing Lab and Librarians are here to support you and your students!

Wednesday, April 14, 10 – 11:30 a.m.

Our Librarians and Writing Lab instructors are here for you and your students! We want to ensure you know about our supports for you and your students and how to access our services. In this session, we will describe a range of types of personalized assistance both areas offer. And, we offer you experiential learning opportunities from a student's perspective. Throughout this session, we will provide insights from our interactions with students on how to make assignments clearer! Commit to this 90-minute professional learning opportunity with Writing Lab Instructors and a Librarian to bust some myths and learn how both departments can support YOU and your students.

*Elena Maans-Lorincz, Library; Kayleen Doornbos, Writing Lab; and Carli Yip, Writing Lab*  
**Sign up**, so we know you're coming!

## Accommodations Unwrapped in the Virtual Class

6 Tuesdays, April 27 - June 1, 12:30-1:30 p.m.

*The workshop was outstanding: useful, to the point, super organized and coordinated between the two facilitators. Thank you for bringing about this opportunity to learn and collaborate. - Myriam Feldman*

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.



## Creating Animated Videos

Fully Online, April 12 – May 3 (with support for video completion through May 17)

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 an engaging and fully-accessible 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 enjoyable 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:



## A Conversation with Colleagues about Teaching and Assessing Critical Thinking

Monday, April 19, 1:30-3 p.m.

If we care about critical thinking, then we ought to critically think about critical thinking! This facilitated discussion is an opportunity to do just that. A panel of colleagues from across the campus are asking the question, “How do I assess critical thinking when it is an outcome of my course?” When we step back for a moment, are we confident that we are effectively teaching it? Can we identify what critical thinking means to our particular discipline? How are we assessing our students’ ability to think critically?

Yes, there are a lot of questions. The goal of this session is to share ideas and techniques for how we are teaching CT in our disciplines and to plan for next steps (maybe new workshops, new resources, new FACT processes) based on our collective ideas. We invite you to come discuss your thoughts and share your experiences with us.

[Sign up](#) to receive the participation link and calendar invitation.

### Session Panel

Kelli Callahan, Social Science

Chloe Horning, Library

Tim Linnemann, A&H

Jackie Miller, Science

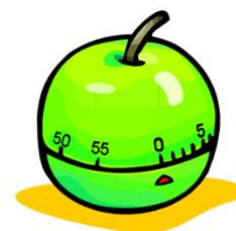
Carl Freeberg, iBIT

Russ Payne, A&H

Jennifer Prekeges, HSEWI

## 2-Hour Thursdays!

In the month of May, the Faculty Commons will run its 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.



### Inclusive Practices for Your Virtual Class (New!)

**Thursday, May 6 from 1:30–3:30 p.m.**

How can we include all students in our virtual classes, so they feel valued and have a sense of belonging? Join this presentation to learn ways in which we can remove obstacles and provide equitable chances for success. You will take away helpful tips to make your online class meaningful to all your students. This will be interactive and participants will have a chance to engage and ask questions.

**2 PD Hours**

[Register](#) for Inclusivity.

Contact [Archana Alwar](#), Adjunct Mentoring Lead, or [Weina Sun](#), A&H with your questions.

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

**Thursday, May 13 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**

[Register](#) for Instructor's Presence today!

Contact [Archana Alwar](#), Adjunct Mentoring Lead, for questions.

### CATs in Virtual Learning Environments

**Thursday, May 20, 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**

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

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

## Cultural Responsiveness Series

### Open to faculty and staff

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

The Cultural Responsiveness Series in the Faculty Commons is an evolving set of workshops created by our diverse faculty and staff aimed to support our ongoing professional growth to ensure supportive, equitable and culturally relevant learning opportunities for all our students across the campus.

A culturally responsive classroom starts with *a commitment from the instructor* to engage in learning about themselves, their positionality, their cultural identities, and their biases. The instructor also *regularly develops their understanding* about culturally responsive teaching practices and the cultural identities of the students they serve to create meaningful connections between what students experience in school and their cultures, languages, and life experiences.

When instructors engage in professional learning about cultures through a critical lens, they become better equipped to know how to deconstruct the oppressive systems they have been raised in and our disciplines are steeped in. In turn, they can create a more equitable and culturally sustaining classroom for all students, especially those historically oppressed and underrepresented.

We encourage everyone to fully participate in at least one of these workshops every year. Look through the current quarter’s offerings and think about what you do not really know or understand, and then choose that topic and register! Please reach out to Tonya to develop your own workshop to add to this series.

## Antisemitism 101: From the Ancient World to the Internet

**Poly-synchronous: Wednesday, April 28, 1:30-4:30 p.m.**

We saw it at the Capitol Insurrection; we’ve experienced it on our campus. 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 in your classroom, 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, May 24, 12:30-3:30 p.m.**

This workshop draws on the work of contemporary Black writers and storytellers such as 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 emphasizes the role of storytelling and student agency in creating more effective means of better speaking to the academic needs of Black students. 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 reflect on a concept you teach and present it in a recorded short story format to be housed in the Faculty Commons.

Let's continue to show that black lives matter!

**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, June 3, 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: April 23 & 30; May 7, 10:30 a.m. - 12:30 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 spring. 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.**

*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	How You Say It, Katherine Kinzler
<b>Facilitators:</b> Caroline Leffall & Marie Brissette	<b>Facilitators:</b> Christina Sciabarra & José Aparicio	<b>Facilitators:</b> Myriam Feldman & Marie Brissette

### How You Say It: Why You Talk the Way You Do - and What It Says About You (New!)

Tuesdays, 2:30 – 4 p.m. April 20, May 4 & 18, June 1

Of the many facets that shape our social identity, one important element is overlooked in many difficult conversations. It is speech.

In her new book *How You Say It*, psychology professor Katherine Kinzler argues that “*we are forever marked by our native tongue—and are hardwired to prejudice others by theirs, often with serious consequences. Your accent alone can determine the economic opportunity or discrimination you encounter in life, making speech one of the most urgent social-justice issues of our day.*”

Can differences in languages, dialects, and accents, which divide us today, become “a force for the good.” As we read together *How You Say It*, we will reflect on how speech can both divide us and unite us.

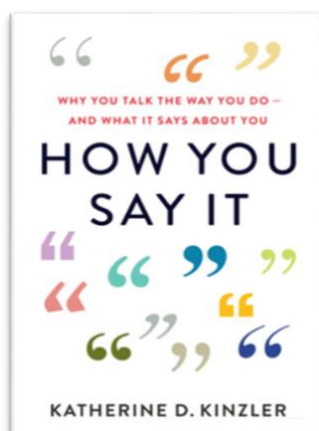
#### 12 PD Hours

**\$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 How You Say It.

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

Contact Myriam Feldman, Science, or Marie Brissette, BaTS, for more information.





## Climate Justice Programming

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

### Climate Justice Topic-Specific Workshops

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 Spring 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 to generate 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.

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

**Meeting location:** Zoom

**Workshop 1:** How is extreme weather impacting people around the world today and how can past climate change help us understand our climate future?

Presenter: Jessica Wang (Earth and Space Sciences)

**Workshop 2:** What is the Paris Climate Accord and why is it important for the U.S. to rejoin?

Presenter: David Spataro (Political Science)

**Workshop 3:** What are the intersections between climate justice and human health?

**Workshop 4:** What are the economic foundations for the Green New Deal, and what are the possibilities for achieving it?

Presenter: Tyler Saxon (Economics)

**Workshop 5:** You have the right to remain informed. What is Green Criminology and why is it gaining in popularity?

Presenter: Kelli Callahan (Criminal Justice and Psychology)

**Workshop 5:** The Last Snowman, the First Spring Flower, and Standing up to Rising Tides: Poetry and Climate Change

Presenter: Martha Silano (English)

#### 4 PD Hours

**\*\$150 stipend** for faculty who stays for the second hour to work on a lesson draft during and after their workshop. Stipend seats: 6 maximum. No stipend seats: Unlimited

[Register to participate!](#)

*Thanks to Kristen Jones for supporting the Climate Justice in the Curriculum effort at Bellevue College.  
If you have questions, please contact Sonya Doucette.*

## Archipelago of Hope: Wisdom and Resilience from the Edge of Climate Change

11:30 am– 12:30 p.m. on the following Fridays: 4/16, 4/30, 5/7, 5/21, 6/4, 6/18

**Meeting location:** Zoom

With various climate changes happening worldwide, the call for diverse, unique, adaptable ideas is essential. Join us for the Spring Quarter Climate Justice Book Club to explore the ideas in *The Archipelago of Hope: Wisdom and Resilience from the Edge of Climate Change* by Gleb Raygorodetsky. Through his travels, he shares the stories of multiple Indigenous cultures for whom Climate Change is already a reality. We will explore the stories of struggle and inspiration through the lens of Climate Justice.

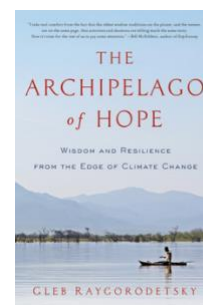
“We meet the Skolt Sami of Finland, the Nenets and Altai of Russia, the Sapara of Ecuador, the Karen of Myanmar, and the Tla-o-qui-aht of Canada. Intimate portraits of these men and women, youth and elders, emerge against the backdrop of their traditional practices on land and water. Though there are brutal realities: pollution, corruption, forced assimilation—Raygorodetsky's prose resonates with the positive, the adaptive, the spiritual—and hope.” (GoodReads)

### 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!**

*Led by facilitators Michelle McRae (PE) and Komal Ram (IBIT).*



## Interdisciplinary Climate Justice Teaching Squares

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

**10 PD Hours \$375 stipend** (Thanks to Kristen Jones for supporting this climate justice effort at Bellevue College.)

**8 seats maximum. [Register](#) to join these IDS Climate Justice Teaching Squares!**

*For more information contact Sonya Doucette, Climate Justice Lead.*

## The Career Development Suite

By Spring, our formal career development offerings have finished for the year. However, our leads are always available to meet with you one-on-one for advice for applying for your next faculty promotion or position. You might also wish to check out the Center for Career Connections for general career counseling!

Fall	Winter	Spring
Writing and Updating Your CV	Writing and Updating Your CV	Meet one-on-one with Faculty Commons Leads to prepare for your next faculty position or promotion! OR <a href="#">Center for Career Connections</a> Staff can help you identify your strengths or review 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	
	Preparing Your Full-Time Promotion Application	Submit Your FTP Application By April 15!

## Mentoring and Advocacy Suite

### Faculty Mentor Training

For new mentors or previous mentors who did not complete the training in 2020

**Dates: This training will be offered this summer. Stay tuned!**

Are you interested in becoming a mentor next year (2021-22) for the tenure-track mentoring or adjunct mentoring programs? If so, this is a required workshop that will be offered only once per year. This workshop is required for those who have not completed this formal training before you can officially mentor in one of these programs. Participants will be compensated \$200 for successful completion, which will include 3.5 hours of online work and a 1.5-hour meeting in late summer/early fall. Please join us and your fellow mentors as we work to collaboratively support new tenure-track faculty and new and current adjunct faculty.

*For more information contact Archana Alwar, Adjunct Mentoring Lead, [aalwar@bellevuecollege.edu](mailto:aalwar@bellevuecollege.edu).*

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

- ✿ The next cohort of mentoring pairs will start in Fall 2021. More details to come this summer.
- ✿ If you are interested in becoming a new mentor during the 2021-2022 academic year, please review the required Mentor Training Workshop above.
- ✿ For more information about our Adjunct Mentoring Program, please contact Archana Alwar, Adjunct Mentoring Lead.

## 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 Advocacy Fair – Special Event!

**Thursday, April 29, 11:30 a.m. - 2:30 p.m.**

Adjuncts are invited to attend a Virtual Adjunct Advocacy Fair. This fair is designed by the Positive Policies for Adjuncts Committee with the support of adjuncts in mind. Please join us at any point during the fair for important information from HR, Governance, BCAHE and Faculty Commons representatives. There will be particular times for sessions about a variety of benefits, professional development, governance and union support. Stay tuned for more details coming to your inbox early spring quarter.

Please contact Kathy Hunt ([Katharine.hunt@bellevuecollege.edu](mailto:Katharine.hunt@bellevuecollege.edu)), or Archana Alwar ([aalwar@bellevuecollege.edu](mailto:aalwar@bellevuecollege.edu)) with questions.

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

**TBD**

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

May 25th, 2020 2:30-3:30pm

[Join Teams Meeting Here](#)

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

## Unemployment Benefits

**TBD**

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

For more information, contact Tobi Rosenberg, A&H, [BCAHEVP@gmail.com](mailto:BCAHEVP@gmail.com)

## Introduction to Grants

**Wednesday, May 19, 2-3 p.m.**

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.

[Click here to join the meeting](#)

For more information contact Brandon Lueken, Grants Coordinator.

## Community & Wellness

**Faculty and Staff are Welcome to Join!**

### Indoor Gardening (New!)

**Tuesdays, April 13, 27, May 11, 25, 12 – 1 p.m.**

Are you as excited about our PNW spring as I am? Welcome spring naturally with an indoor garden. Join me 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. **Cost of materials may be \$20 depending on your gardening decisions.**

[Sign up](#) here to start your indoor gardening today!  
**20 spots available; faculty and staff welcome to join!**

For more information, contact Karrin Peterson, A&H

## Wake Your Body Up! (New!)

**Tuesdays, April 13 - June 15, 8:30-9 a.m.**

Dance a ½ hour of Nia – a fun fusion of dance, martial arts, and healing arts for every fitness level! Thirty minutes is just enough time to move every muscle in your body and set yourself up for a more creative and comfortable day at work.

[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 April 16, 30, May 14, 28, and June 11, 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: April 21, May 12 & June 2, 1:30 – 2:30 p.m.**

Facilitated by English & Cultural and Ethnic Studies 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 Solider, 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.*





## 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](#).

**NEW!** As follow up to the **Running Start Information** Session in Winter 2021, there will be two office hours in the Faculty Commons where a RS representative will answer any questions you may have about the program.

- Tuesday, April 20<sup>th</sup> from 2:30-3:30pm
- Wednesday, May 19<sup>th</sup>, from 2:30-3:30pm

Title - Name	Drop-in Hours
Interim President, Governor Gary Locke	Monday, April 19, 4 p.m. Tuesday, May 18, 4 p.m. Thursday, June 17, 4 p.m.
Provost, Dr. Kristen Jones	Monday, April 26, 4 p.m. Thursday, May 27, 3 p.m. Wednesday, June 9, 3 p.m.
Dean of RISE Learning Institute and Center of Career Connections, Dr. Gita Bangera	Tuesday, April 20, 2:30-3:30 p.m. Thursday, June 3, 11:30 a.m. – 12:30 p.m.
VP of Administrative Services, Dennis D. Curran	Tuesday, April 20, 1:30-2:30 p.m.
Associate VP of Academic Affairs, Dr. Rob Viens	Monday, April 12, 1 p.m. Thursday, May 13, 2 p.m.
Associate VP of Student Affairs, Dr. Brenda Ivelisse	TBD
VP of Diversity, Equity and Inclusion, Consuelo Grier	TBD
Running Start Director, Linda Kepler	Tuesday, April 20, 2:30-3:30pm Wednesday, May 19, 2:30-3:30pm

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

**Here is a team ready to support you and your instruction 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, Tues. & Thurs. mornings <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. any time <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.	Wednesday, 1:30 – 3 p.m. <a href="#">Join Zoom Meeting</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, 1:30 – 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> Brainstorm solutions to student communication difficulties, classroom management, designing an inclusive class that meets most accommodations, and questions about neurodiversity.	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>
<b>The Faculty Assessment Committee Team Chair, Carl Freeburg</b> Reach out to Carl to talk about your program's outcomes assessment process!	Wednesdays, 12:30-1:30 p.m. <a href="#">Join Zoom Meeting</a> 828 1220 7886 Passcode: 514769

## Thank You to the Faculty Commons Spring Contributors!

Zoe Aleshire, A&H  
Archana Alwar, A&H, Adjunct Mentoring Lead  
Jen Anderson, A&H, Faculty Development Lead  
Marie Brissette, A&H  
Timothy Chang, A&H  
Kayleen Doornbos, Writing Lab  
Sonya Doucette, Science  
Myriam Feldman, Science  
Ahmad Ghashmari, A&H  
Sara Gardner, NdN Program  
Marisa Hackett, DRC  
Aimee Hong, A&H  
Ron Holland, A&H  
Chloe Horning, Library  
Climate Justice Crew  
Critical Thinking Crew

Tim Jones, Tenure Mentoring Lead  
Michael Korolenko, A&H  
Carol Leffall, iBIT  
Brandon Lueken, Grants  
Nan Ma, A&H  
Elena Maans-Lorincz, Library  
Sue Nightingale, Science  
Irene Pasternack, Continuing Ed  
Karrin Peterson, A&H  
The Positive Policies for Adjuncts Committee  
Michael Pulido, Social Science  
Tobi Rosenberg, A&H  
Michelle Schewe, Library  
Weina Sun, A&H  
Carli Yip, Writing Lab

Our current **Faculty Commons Council**! Reach out to your division representative with ideas and questions.

Heidi Richter, Science, Chair  
Gina Fiorini, Science  
Pete Ophoven, iBIT  
Frank Hatstat, iBIT  
Mark Mappala, A&H

Betty Torrell, A&H  
Chloe Horning, Library  
Deepti Karkhanis, Social Science  
Eric Stewart, HSEWI  
Dee Dee Orcajo, HSEWI

Heath Hayden, Dean  
Ellen Nichols, Dean  
Gita Bangera, Ex-Officio  
Sue Nightingale, Ex-Officio

## 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 teaching in the current quarter, 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 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 Summer 2021. To be considered, please submit your proposal by May 7th **at the very latest**. [Link to submit proposals](#).



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EEOC/504 Compliance Officer, 425-564-2178, Office R130.