

Summer 2021 Faculty Commons Program



Breaking down the walls of inequities and injustices to build a more culturally responsive educational experience for all

The Faculty Commons continues to expand and refine our core diversity, equity, and inclusion-related offerings, with a focus on cultural responsiveness and cultural sustainability. There is no single path that will lead us to an end point of being a culturally responsive educator; it is an unending commitment to listening to understand, engaging a critical lens on our educational system, learning and identifying what we still need to learn, respecting our students as our teachers, and taking care of ourselves so we can care for others.

This summer we have planned a variety of interactive experiences led by our passionate and knowledgeable colleagues. When we teach, we learn! And when we gather together, we grow stronger. Look through the program to see how we are exploring some new pedagogical topics, presenting new wellness options, and running our most popular workshops for those who have not been able to participate before. We have a variety of lengths of offerings, as well as styles: one-session to multiple-session, book clubs, support groups, synchronous and asynchronous workshops, and informational sessions.

Our community is starting to transition out of the clutches of COVID, and the campus is positioned to open soon. We have all certainly been thinking about how instruction will be forever changed and probably also wondering what we will do personally during this transition. Our summer offerings will hopefully help you navigate the way back.

Thank you to Our Departing Faculty Commons Leads!

Thank you to [Tim Jones](#) for his 4 years serving as the Tenure Mentoring Program Lead. When COVID hit, Tim graciously agreed to extend his term for a year to maintain continuity. Tim has made a personal and professional impact on 51 tenure-track faculty and 25 mentors since fall 2017. He's a skilled planner and organizer, a thoughtful mentor, and a justice-minded advocate.

Thank you to [Jen Anderson](#), the fabulous Faculty Development Lead! Her 3-year term has come to an end, and we will pause this position to use our resources to support the new Tenure Mentoring Lead, the Culturally Responsive Practices Lead, and the Data/PD Liaison Lead. Jen developed and facilitated the Developing Instructor Academy, our TILT workshop, numerous one-session offerings, and all-campus presentations. She has impacted all faculty across this campus in some capacity!

Thank you to [Stephanie Brommer](#), our Curator! Stephanie stepped into this 3-year position to help build our SharePoint Site and our videos – to find new ways of providing support to our faculty. She is a fearless pioneer and compassionate colleague.

We are all the Faculty Commons!



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What's New?

Addressing Our Whole Selves!

How Are You Feeling Coming Back to Campus? Navigating the Uncertainty for You and Your Students

Tuesday, July 13 & 20, 1:30-3 p.m.

Meetings on [Zoom](#), see details below

Facilitators: Donna Miguel, Jenn Pang, Steven Martel, and a member of the Flu Team

We invite you to join a facilitated discussion about the return to campus. During our first meeting, we will explore and identify concerns about coming back to campus, both inside and outside of the classroom. In the second meeting, the focus is on what we can control and what we can't, how we can deal with shifting circumstances and uncertainty, and what that means for our students.

Our goals for these sessions are:

- Having space to process varying and conflicting emotions upon return to in-person, on campus experiences
- Coming to terms with a new pedagogy amid constant ambiguity and uncertainty
- Sharing ideas on how to discuss uncertainty and pedagogy with students
- Reflecting on campus/institutional/state mandates (mask wearing, vaccine)

No registration necessary! Save these dates on your calendar today.

Zoom: <https://bellevuecollege.zoom.us/j/87593175781?pwd=a2xGamZZU1BCdzB0WkEweFdlR3pMQT09>

Meeting ID: 875 9317 5781 **Passcode:** 222026 **One tap mobile:** +12532158782,,87593175781# US (Tacoma) / +16699006833,,87593175781# US (San Jose)

Setting Boundaries and Managing Our Own Needs: Support for Diverse Faculty in our Work at the College

Thursdays, July 15 – August 12, 10:30-11:30 a.m.

This summer discussion group is designed to support faculty in defining and communicating their own needs and boundaries in their work at the college. Possible topics include addressing student demands, expectations, and biases; setting boundaries; articulating disability or neurodivergence; sharing mental health journey; and other group-identified topics. We will also talk about navigating campus resources for faculty such as formal accommodation processes, grade disputes, and the CARE Team. A key to the success of this group is building trust, so we ask for interested faculty to register and participate as regularly as possible throughout the summer quarter.

[Register today](#) to join the first group of its kind.

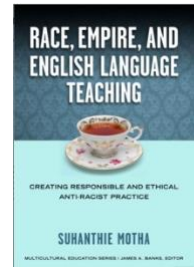
Among the participants in this group will be Marisa Hackett (DRC), Sara Gardner (NdN), Carol Leffall (iBIT) and Steven Martel (Counseling). Please reach out to them with any questions.

Writing & English Across the Curriculum

Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-racist Practice

Wednesdays 12:30-2:00 p.m. July 7, July 14, July 21, July 28, August 4, August 11

Join Marie and Jean this summer to explore the complex ways in which English language teaching is related to power, race and privilege. In her book, *Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-racist Practice*, Suhanthie Motha “provides innovative ideas about ways to implement interventions and teaching strategies that will enable students to maintain their cultural identity and linguistic pride while learning English.” Over the course of this book club, participants will:



- engage in conversation about how to review current practices and identify what they are already doing to create a responsible and ethical anti-racist practice as an instructor.
- reflect on the ways that race, language, and power are interrelated, especially in the context of English
- plan to implement teaching strategies that will enable students to maintain their cultural identity and linguistic pride while expressing themselves in English

[Register](#) for Race, Empire and English Language Teaching! 12 seats maximum

15 PD Hours

\$250 stipend*

Please contact Marie Brissette, BaTS, for more information.

Antiracist Teaching and Assessment

3 Mondays, July 26, August 2 & 9, 1-3 p.m.

The American educational system was designed (and has been redesigned again and again) to center Whiteness and colonize the minds of BIPOC students. As agents of this system, all of us—including instructors of color— have been, and continue to be, complicit in this educational legacy. Our complicity in an unjust system says more about the ethics of the system than our morality. All of us consent to racist systems, even as we may criticize or work against them. Consequently, to be complicit in White supremacy and racism is not necessarily a judgement of our own moral codes but rather a recognition of the context in which we operate. Owning our impact as institutional actors is therefore necessary for interrupting the White supremacy culture of our minds, classrooms, and institutions.

In his book *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*, Asao Inoue posits “racism is an assessment problem, which can only be fully solved by

changing the system of assessment, by changing the classroom writing assessment ecology.” This workshop will challenge established assessment norms and look for ways to undermine the White Supremacy embodied in our grading standards. We hope that participants will finish the workshop with assessment tools that challenge the idea of grades and what grades are used for in their own teaching contexts.

10 PD Hours

\$200 stipend*

15 seats available: [Register](#) here for Antiracist Teaching and Assessment

Please contact Zhenzhen He-Weatherford or José Aparicio, A&H, for more information.

Why Black Lives Matter 201: Storytelling as Pedagogy

Wednesdays, August 4 & 11, 1:30-3:30 p.m.

Experience the wonderful world of storytelling as pedagogy! In Why Black Lives Matter 201 we will engage with and discuss the works of famed African American storyteller Diane Ferlatte. We will also practice with The CBE Story: A Strategic Storytelling Toolkit to develop storytelling pedagogical practices that may increase the academic success of Black and other students.

The last component of the workshop will be a special project where you will take a complex course concept and explain it in storytelling format.

8 PD Hours

\$150 stipend for faculty who complete the special project.

12 seats: [Register](#) for BLM 201 here

Questions about this session should be directed to [Ron Holland](#), English.

Why Black Lives Matter!



Getting Ready for Hybrid Instruction

Preparing for an Inclusive Hybrid Course

Poly-synchronous: July 12 – August 13 on Canvas

with two synchronous meetings, Mondays, July 12 and August 9, 2:30-4:00 p.m.

As we're anticipating a re-opening of the campus in the coming year, we need to start considering how to bring to our face-to-face courses what we've learned about effective teaching in a virtual class. Promoting inclusivity and diversity in the classroom is the instructor's privilege and responsibility. How can we do this in a hybrid or blended class model? Join Weina Sun and Archana Alwar to explore how you can apply equity and access practices to hybrid 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 in hybrid instruction
- 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 Hybrid Course

For more information, contact Archana Alwar (aalwar@bellevuecollege.edu), or Weina Sun (weina.sun@bellevuecollge.edu), A&H.

Virtual Teaching Talks

Synchronous Sessions: Wednesday, July 14 and/or Friday, July 23 1:30 – 3:00 p.m.

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

Wednesday, July 14

Join us at 1:30 to get started. The following colleagues will then lead us in talks about the following topics!

- ***Playing outside of the sandbox: Creating an innovative learning experience with your students with Culture Surge, Zooniverse, and more***, Miranda Kato, HSEWI
- ***How teaching in a justice context can increase student success, especially among diverse and typically underrepresented students***, Tatiana Mihaylova, Science

Friday, July 23

Join us at 1:30 to get started. The following colleagues will then lead us in talks about the following topics!

- **Slide Design for the Hybrid Classroom**, Tiffany Chhuom, HSEWI
- **Topic Coming Soon!**, Timothy Chang, A&H
- **Topic Coming Soon!**, J. Engel Szwaja Franken, A&H

20 seats for each session: [Register](#) for Virtual Talks Today!

\$50 stipend* option with post-session work

Contact Archana Alwar (aalwar@bellevuecollege.edu), Adjunct Mentoring Lead with questions.

Our Tried and True

Addressing (Micro)aggressions in our Classrooms

Synchronous Sessions: Wednesdays, July 14, 21, & 28, 10:30 a.m.-12:30 p.m.

On April 28, 2020, Dr. Luke Wood and Dr. Frank Harris of CORA Learning presented a 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 (micro)aggressions 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 (micro)aggressions in education. These are but two resources that can inform our understanding of how implicit biases create unsafe learning environments for our diverse community. You may be asking why 'micro' is in parentheses. You may wonder if you are aggressing others. You may be searching for tools to intervene when they happen to you or when they occur in your course.

If you'd like to engage in discussion about these topics with colleagues, Carol Leffall, Sara Gardner, and Zoe Aleshire humbly invite you to join them for three 2-hour discussions this summer. We will hold the space to explore examples of a range of aggressions that persist in higher ed and the impact they have on us and our students. Let's get real about how we perpetuate aggressions and how we can intervene when we experience them, particularly in our work at the college.

10 PD hours

\$200 stipend*

10 seats; [Register](#) for Addressing (Micro) aggressions

For more information, reach out to Carol Leffall (iBIT), Zoe Aleshire (A&H) or Sara Gardner (NdN Program)



Assignment Redesign with TILT: An Online Workshop

Poly-synchronous: July 12- August 3 (To do an assignment charrette, you and a partner will meet once via Zoom or Teams based on your availability. Otherwise, all work is completed asynchronously on Canvas.)

Purpose: Get your transparent assignments ready to use this summer or fall!

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 and the amount of feedback you need to provide on an assignment! Transparency is an act of equity and inclusion.

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

Criteria for Success: Faculty will have one *TILTed* assignment to use in the current or future courses. We recommend *TILTING* your most complex, multi-step assignment!

8 PD Hours

\$100 stipend*

12 seats; [Register Now](#) for Assignment Redesign with *TILT* to reserve your seat!

Please contact Archana Alwar for more information.

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

Thursdays, July 22 & 29, 9:30-11 a.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 Chloe Horning and Michelle Barron-Lutzross, Library



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Creating Animated Videos

Fully Online, July 12 – August 9 (with support for video completion through August 20)

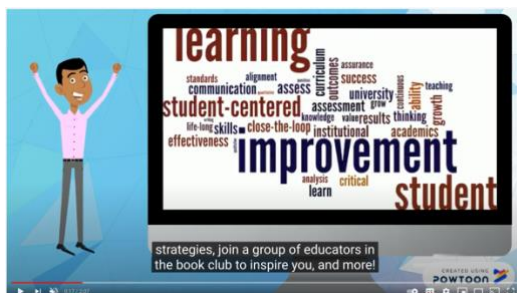
Want to engage students in the online environment right from the start? This workshop helps faculty make their own animated videos to use in Canvas courses! Participants will be using Powtoon to create, edit, publish, and share a video – either a self-introduction, welcome, or tutorial video. This interactive 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

12 seats maximum. [Register](#) to save your spot!

Contact Ahmad Ghashmari for questions about this offering.



[Click to Watch a Powtoon in action!](#)

Climate Justice

Climate Justice Book Discussion: *As Long As Grass Grows*

Wednesdays: July 14, 21, 28, August 4, and 11, 1:30-2:30 p.m.

As we transition from a focus on climate change to climate and environmental justice, we can better understand all the ways in which racism has fueled and exacerbated the climate crisis. Join Christina Sciabarra (Political Science) and Elizabeth Harazim (English) for this book discussion to engage with Indigenous history and environmental movements. We will learn about the many ways in which Indigenous history is intertwined with movements for environmental justice and the crucial role of Indigenous women in protecting land and rights. Gilio-Whitaker walks us through Indigenous history alongside important environmental crises and shows the ways in which they are connected and impact us today. Join us to continue learning about Indigenous history and how to support environmental justice movements today.

"Through the unique lens of "Indigenized environmental justice," Indigenous researcher and activist Dina Gilio-Whitaker explores the fraught history of treaty violations, struggles for food and water security, and protection of sacred sites, while highlighting the important leadership of Indigenous women in this centuries-long struggle. *As Long As Grass Grows* gives readers an accessible history of Indigenous resistance to government and corporate incursions on their lands and offers new approaches to environmental justice activism and policy.

Throughout 2016, the Standing Rock protest put a national spotlight on Indigenous activists, but it also underscored how little Americans know about the longtime historical tensions between Native peoples and the mainstream environmental movement. Ultimately, she argues, modern environmentalists must look to the history of Indigenous resistance for wisdom and inspiration in our common fight for a just and sustainable future." (Google Books)

(We are hoping that the August 11th meeting will be a book chat with the author, but this is pending.)

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!

Please contact Sonya Doucette (sonya.doucette@bellevuecollege.edu) with questions.

Climate Justice Summer Institute

Meeting times and dates: July 6, 13, 20 (all Tuesdays), 1 – 3 p.m.

Location: Zoom

The Climate Justice Summer Institute is an intensive experience designed to help participants hone their knowledge of climate justice issues and learn ways to bring this issue into one of their courses and involve students in civic engagement around this issue. It will be fully online this year and involve synchronous two-hour workshop-style sessions on three different days in July. With significant support, participants emerge from the Institute with one lesson created and ready-to-go for one of their courses that addresses a climate justice issue and involves students in civic engagement. Civic engagement does not necessitate a full service learning experience and,

instead, can involve activities such as: reading about societal issues or talking with others about them; displaying buttons, stickers, or signs; organizing or protesting; participating in city council meetings; writing a letter to the editor; and many other possibilities. Participants are not required to have pre-existing specialization or knowledge of climate justice or civic engagement. Session one begins with an introduction to climate justice, followed by a group discussion of a pre-assigned reading, podcast, and/or video. Session two is a brainstorming session with an interdisciplinary group of faculty, to further help participants develop ideas to apply in their own courses. The last session is informal presentations of lessons, during which participants gain insight into how other disciplines can integrate climate justice and civic engagement, and also receive feedback on their own lesson. Lessons can be implemented as early as Summer quarter or sometime during the regular school year (Fall 2021, Winter 2022, or Spring 2022). Each faculty person in the FLC observes one other faculty person's lesson sometime during the 2021 – 2022 academic year, and there are optional check-in meetings offered in both Winter and Spring 2022.

20 PD Hours, 8 seats

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

[Climate Justice Summer Institute Registration](#)

If you have questions, please contact Heather Price (Heather.Price@seattlecolleges.edu). Heather has been in close collaboration with BC's Climate Justice in the Curriculum project to bring our project to her campus – North Seattle College. She will be facilitating the Summer Institute at BC this summer.

Mentoring & Advocacy

Mentor Training Workshop for Interested Mentors

We are so excited to **welcome Leslie Lum** as the new Tenure Mentoring Lead!

Stay tuned for more information about this training. The Tenure and Adjunct Mentoring Leads are working on an offering for interested mentors in late July.

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

For more information about our Adjunct Mentoring Program, please contact Archana Alwar, Adjunct Mentoring Lead.

The next cohort of mentoring pairs will start in Fall 2021. More details to come this summer.

If you are interested in becoming a mentor during the 2021-2020 academic year, we will send a campus email out in July with details.

Mentoring Roadmap Workshop (New!)

Thursday, July 29, 1:30-3:30 p.m.

Join faculty and staff colleagues to learn practical steps to create a career development plan through self-reflection! Discover new ways to grow more self-aware, stay motivated at work, and the positive effects in our lives by creating a career plan! Participants will develop a plan, identify goals, and create a roadmap of their careers.

We will share and discuss research behind this idea of a mentoring map.

Facilitated by Archana Alwar, Adjunct Mentoring Lead, and Paula McPherson, BC Academic Advisor, this 2-hour workshop for faculty and staff will provide ways to increase effective mentoring and a supportive network. Come and engage with your colleagues in a safe and supportive space where everyone will share their experiences and stories while planning a career success map.

2 PD Hours

Please [register](#) to receive the calendar invitation and participation link!

Grants 101

Wednesday, July 14 from 2:30 – 3:30 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.

Microsoft Teams meeting [Click here to join the meeting](#)

Or call in (audio only) +1 206-899-2345, 473108418# United States, Seattle

For more information contact Brandon Lueken, Grants Coordinator.

FOR FUN!

Bees! Fun, Safe, Easy Mason and Leafcutter Bees: 100 times more effective pollinators than honeybees (NEW!)

Monday, July 12, 3-4 p.m. on Zoom

Join me on Zoom to learn about solitary bees and how they can increase your garden yield. Mason and leafcutter bees are 100 times more effective pollinators than honeybees! They are easy and inexpensive to raise, don't generally sting, and are interesting to watch. They are safe around kids and pets, and they are an excellent learning tool for children.



Participants will learn:

- how to pollinate your garden with solitary bees in order to increase the quality of your food production from home gardening
- which local resources are available in the Bellevue/Seattle area for solitary beekeeping

[Sign up here](#) for a calendar invitation and Zoom link.

Led by Ann Minks, HSEWI Bee Enthusiast. Please contact Ann with any questions.



Thank you to Gina Fiorini, who has been the Chair of the Faculty Commons Council for the past three years and on the council for four years. The Commons will be forever a better place because of your leadership of the council, representing all divisions input for envisioning and managing our amazing resource! You have been a steady, discerning, and collaborative force, providing all on the council the opportunity to contribute and grow.



Creating Community and Happiness While Learning Together in High 5!

Faculty Commons Leads and Drop-in Support

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

Drop in Mentoring Support	
Adjunct Mentoring Lead, Archana Alwar Attend virtual office hours with Archana for support and mentoring in adjunct-related topics, as well as student engagement tips.	July 6 – August 19 By appointment
Tenure Mentoring Lead, Leslie Lum Attend virtual office hours with Leslie to get support in your tenure.	July 6 – August 19 By Appointment
Faculty Commons Director, Tonya Estes Meet with Tonya to discuss ideas for the Commons, the latest in teaching and learning, or for mentoring/advocacy needs.	July 6 – August 19 By Appointment , please email me! tonya.estes@bellevuecollege.edu
Disability Resource Center Director, Marisa Hackett Get answers about working with disabled students and about letter of accommodations.	Tuesdays, 1:30 – 2:00 p.m. Join Microsoft Teams Meeting +1 206-899-2345
Neurodiversity Navigators Program Director, Sara Gardner Brainstorm solutions to student communication difficulties, 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. sara.gardner@bellevuecollege.edu

Faculty Commons Summer Contributors!

Zoe Aleshire, A&H
Archana Alwar, A&H, Adjunct Mentoring Lead
José Aparicio, A&H
Michelle Barron-Lutzross, Library
Marie Brissette, BaTS
Timothy Chang, A&H
Tiffany Chhuom, HSEWI
Sonya Doucette, Science
Ahmad Ghashmari, A&H
Sara Gardner, NdN Program
Marisa Hackett, DRC
Zhenzhen He-Weatherford, A&H
Ron Holland, CRP Lead
Chloe Horning, Library

Miranda Kato, HSEWI
Carol Leffall, iBIT
Brandon Lueken, Grants
Leslie Lum, Tenure Mentoring Lead
Steven Martel, Counseling
Paula McPherson, BC Academic Advisor
Donna Miguel, A&H
Ann Minks, HSEWI
Tatiana Mihaylova, Science
Jenn Pang, Science
Jean Pauley, BaTS
Michelle Schewe, Library
Weina Sun, A&H
J. Engel Szwaja Franken, A&H

Stipends, Accommodations, and Proposal Information

***Stipend Policy, as determined by the Faculty Commons Council**

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 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 Fall 2021. To be considered, please submit your proposal for fall by August 6 **at the very latest**. [Use this link to submit your proposal!](#)



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.